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Today's Education

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This month's cover

The quoted lines are from a dropout who unfortunately had too few teachers who cared, who gave him wings. See the lead article on teachers and teaching.

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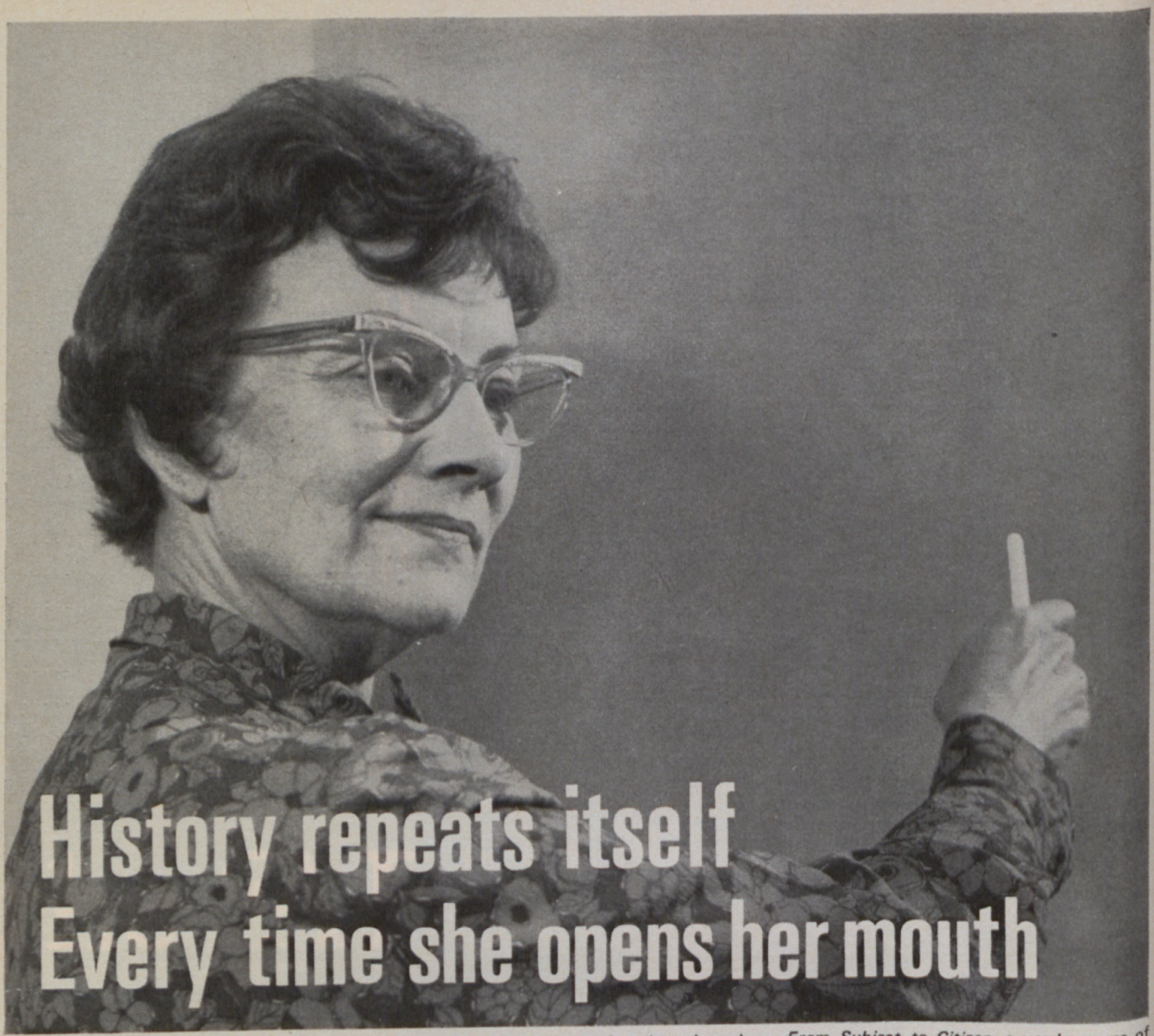

History repeats itself Every time she opens her mouth

She represents teachers who faced, until recently, what appeared to be a hopeless task: making her junior high social studies class come alive for her students. Her problem——dull textbooks and materials with faceless names and dust-covered dates, unrelated ideas and occurrences.

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80 Percent of U.S. Citizens Now Can View Educational Television

Teen-Agers Influenced To Smoke by Adult and Peer Examples

U.S. Office of Education Downgrades Basic Subjects, NCTE Charges

Philadelphia Public and Catholic Schools Agree To Work Jointly

Massachusetts Public Schools Buy Catholic School Buildings

Most Teacher Corps Interns Remain in Education

NEWS AND TRENDS

80 Percent of U.S. Citizens Now Can View Educational Television

Four of every five persons in the United States are now within viewing range of educational television, the U.S. Office of Education reports. The potential educational TV viewing audience has grown from 105 million to 165 million since 1963, when federal funds first became available to establish and expand ETV stations.

More than 100 ETV stations have been activated and 77 expanded since 1963 with federal financial support, USOE says, and the number of states without educational TV service has been reduced to three—Alaska, Montana, and Wyoming. A total of $36 million has been granted to educational television and radio stations in 47 states.

Teen-Agers Influenced To Smoke by Adult and Peer Examples

A new survey has confirmed the belief that teachers and parents who smoke are influential in causing teen-agers to smoke. The survey, conducted by Lieberman Research, Inc., of New York, for the American Cancer Society, found that teenagers are 50 percent more likely to smoke if adults around them smoke. And they are 100 percent more likely to smoke if their age peers have the habit, the survey says.

U.S. Office of Education Downgrades Basic Subjects, NCTE Charges

The National Council of Teachers of English, in a resolution adopted during its annual meeting, charged that the U.S. Office of Education has downgraded basic curriculum areas, such as English, in favor of a commitment to behavioral research. The resolution cited as evidence of "dramatic decline" in support the shrinking number of subject-matter specialists on the USOE staff, the reassignment of remaining specialists to more general administrative tasks, and the phasing out of support for institutes and fellowships in subject-matter fields such as English.

In other actions, the delegates created two new NCTE agencies: a Task Force on Racism and Bias in the Teaching of English and a permanent Commission on Reading in the schools.

Philadelphia Public and Catholic Schools Agree To Work Jointly

Public and Catholic school officials in Philadelphia recently agreed to "work jointly to secure the city, state, and federal funding necessary to provide essential educational services for all the children of Philadelphia." Predicting that "both school systems face severe financial crises which will intensify in the days ahead," the school officials announced the establishment of a joint committee of the public and the Catholic boards of education to ensure that the two systems "work in close harmony, not only in the field of education, but also in the solution of their respective financial problems."

A U.S. District Court has upheld the Pennsylvania state law providing direct aid to nonpublic schools in the state. Opponents of the law plan to appeal to the U.S. Supreme Court.

Massachusetts Public Schools Buy Catholic School Buildings

Two public school systems in Massachusetts are purchasing defunct Catholic schools. The first purchase was made by the Winchester school district. It bought Marycliff Academy, a Catholic K-12 school. The purchase was approved by a town meeting vote and by a special bill in the state legislature, a move required because there is no precedent for using state building funds to buy a private school. The Gloucester public schools will buy a Catholic school, St. Peter's Regional High School for Boys, for $4 million if the 1970 legislature validates a City Council vote.

In a memorandum to all public school superintendents in the state, Massachusetts Education Commissioner Neil V. Sullivan urged administrators "to establish direct lines of communication with their nonpublic school counterparts to insure that in the event of a change in the latters' plans, the transition of their children to public schools will be as smooth as possible." When nonpublic schools close, he recommends employing the current staff, regardless of their lay or religious status, if it should prove feasible.

Most Teacher Corps Interns Remain in Education

Eighty percent of the Teacher Corps interns completing their two-year programs this year will stay in education and 75 percent will continue teaching in poverty-area schools, a recent survey shows. Of the 518 intern-graduates responding to the survey (out of a graduating class of 674), 45 percent said they

University Begins Two-Year Program To Train Teacher Aides

India Will Beam Educational TV via U.S. Satellite

Court Overrules Law Limiting Administrators' Membership

U.S. Bureau Plans Centers To Train Vocational Leaders

Arkansas Plans System To Provide Data on All Migrant Students

Names in the News

NEA Reporter Gives Association News

will remain in the school districts where they interned.

Current Teacher Corps programs include 2,250 interns and 425 team leaders in 35 states and the District of Columbia.

University Begins Two-Year Program To Train Teacher Aides

The University of Akron in Ohio has begun a two-year associate degree program for teacher aides and paraprofessionals. A Head Start grant makes it possible for 75 students to enroll for the degree program at the Community and Technical College and take two basic courses and some electives at the university's College of Education. The joint venture provides for transition to a bachelor's degree program for students who decide to become teachers.

India Will Beam Educational TV via U.S. Satellite

In about two years, India will begin receiving satellite television programs on family planning, agriculture, and Indian national culture. The experimental project, which involves no exchange of money, will be conducted jointly by the Indian Space Research Organization and the U.S. National Aeronautics and Space Administration.

NASA will provide satellite services to India for one year starting in late 1972 or early 1973. India will supply its own ground transmission and receiving equipment and assume responsibility for all programing.

The project may signal the start of experiments to help eliminate illiteracy and ignorance via satellite in many countries in Asia, Africa, and South America.

Court Overrules Law Limiting Administrators' Membership

A Florida law which excluded administrators from membership in professional education associations has been ruled unconstitutional by a U.S. District Court. The Court said the law was in violation of free association guaranteed by the First and Fourteenth Amendments to the U.S. Constitution.

Passed during the last session of the Florida legislature, the law was applicable only to Palm Beach County. It prohibited school system supervisory and administrative personnel from membership or participation in organizations whose activities "included the collective representation of members of the teaching profession with regard to terms, tenure, or conditions of employment." Penalty for violation was dismissal.

The Court's decision, an NEA spokesman said, "further reinforces the constitutional right of every teacher to form, join, and participate in any employee organization of his own choosing free from government interference."

U.S. Bureau Plans Centers To Train Vocational Leaders

The Bureau of Educational Personnel Development of the U.S. Office of Education is planning a network of "regional West Points" to train vocational education teachers. Bureau spokesmen said that they expect enrollments in public vocational education programs to increase more than 100 percent by 1975, requiring an additional 173,600 teachers. They indicate that this increase in teacher requirements makes training of vocational education leaders more imperative.

Approximately 11 universities will be involved in the first year of the regional training centers, the Bureau said. These schools will become the nucleus of an expanding program to provide the needed vocational education teachers.

Arkansas Plans System To Provide Data on All Migrant Students

The Arkansas State Department of Education is making plans to establish a data bank for migrant children for the 47 states that have such children. Facts on students' mobility patterns, attendance records, test scores, and health will be stored in a central data bank in Little Rock and will be available within 24 hours to authorized persons needing the information. This will be especially helpful, the Department believes, for children of migrant families who change schools frequently. The project is financed by a U.S. Office of Education grant.

Names in the News

Terry Sanford, former governor of North Carolina, has been named president of Duke University, succeeding Douglas Knight.

Scott Tuxhorn, former chairman of the Oklahoma State Board of Affairs, is now state superintendent of public instruction in Oklahoma. He replaces Dayle D. Creech, who resigned to become head of Northeastern Oklahoma A&M College.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

TEACHER OPINION POLL

Methods of Electing the President

☐ How should the President of the United States be elected? A proposed Constitutional Amendment currently before Congress would replace the existing electoral college method of selecting the Chief Executive with direct election by popular vote. An alternative favored by some would retain the electoral college but award electoral votes on a proportional basis related to the popular vote in each state.

What do American public school teachers think about methods of electing the President?

Teacher Opinion Polls, conducted by the NEA Research Division both before and after the 1968 Presidential election, show that an increasing majority of the nation's classroom teachers favors election of the President by direct popular vote. The 57 percent of teachers who favored election by popular vote in spring 1968 increased to 64 percent in spring 1969.

Teachers in these surveys had a choice of three possible methods of Presidential election: (a) by popular vote; (b) by electoral vote with candidates getting a proportional number of electoral votes in a state based on their percentage of the popular vote in that state; and (c) by electoral vote with the candidate receiving the largest number of popular votes in a state receiving the entire number of electoral votes for that state. Results from the two surveys were as follows:

	1968	1969
Popular vote	56.8%	64.2%
Electoral vote of state proportional to popular vote	32.0	26.7
Total electoral vote of state pledged to victorious popular candidate	11.2	9.1

A significant shift in favor of election by popular vote occurred among teachers in all geographic regions of the country except the Southeast, where the proportion of teachers favoring this method of election remained at slightly more than one-half. Teachers supporting the popular vote in 1969 accounted for 68 percent in the Northeast, 64 percent in the Middle, and 69 percent in the West. One-third of Southeastern teachers continues to favor proportional electoral voting. In each of the other geographic areas, the proportion in favor of electing the President this way dropped from about one-third in 1968 to approximately one-fourth in 1969.

—NEA Research Division.

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This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Comment on Comment

Commenting on the December "Classroom Incident," Ernest T. Ross, Jr., says that schools "need to examine more closely a grading system that fails to recognize the contribution that participation in out-of-class activities makes to a student's overall growth." This leaves me limp. I fail to perceive the relationship between a grading system and a student's out-of-class activities.

Mr. Ross's contention that Chuck must have learned a great deal from his involvement with student government and with the basketball team, followed by the question, "If he had failed (in English) what lesson would he have learned?" makes a mockery of academic standards and of concerned teachers who attempt to establish and maintain them. My answer to Mr. Ross's question is that Chuck would have learned an important lesson in what life is all about.

—A. Ronald Padoll, *teacher of Spanish, Boardman High School, Youngstown, Ohio.*

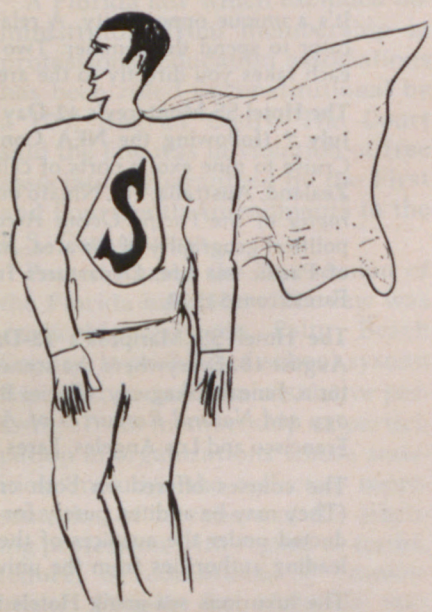
Real Teacher?

As I read the article, "So You Want To Be a Real Teacher" by Richard W. Calisch (November) a question from one of the current popular songs kept running through my mind: "Is that all there is?" My question was answered by Gilbert Papp's article, "The Four R's" in the same issue. Mr. Papp's article was permeated by warmth, caring, and involvement. I hope there are enough prospective teachers who sincerely care and understand to save the dropouts created by teachers who feel they are top-level because of their talent, experience, brains, and craftsmanship.

—Mary Blanche Jordan, *C.W.T. coordinator, Alton (Illinois) Senior High School.*

I agree with some of Mr. Calisch's points, but the only person I know of who could meet his qualifications is the man pictured below.

—Danny Greene, *education editor,* New Orleans States-Item.



I must take exception to "So You Want To Be a Real Teacher." I would not disagree that a good teacher must have knowledge, self-reliance, and intelligence, but I could never label as hogwash the idea that the prime requisite for a teacher is love. Nor can I accept the premise that this characteristic classifies its possessor as being a Mr. Peepers or a Miss Brooks.

The very nature of teaching—the interpersonal relationship, the constant interaction—really demands nothing short of love.

—Beatrice M. McLaughlin, *sixth grade teacher, Grace School, Akron, Ohio.*

Course in Thinking

Despite Coralie Cogswell's admirable interest in a great educational aim ("Students Need a Course in Thinking," November), she has fallen into the old trap of the easy answer. Our society too frequently approaches a knotty problem with the attitude that "there ought to be a law"; our schools, with the feeling that "we ought to have a course." With the general thesis, I could not more heartily agree. Students at every level need to learn to think critically, inquiringly, and logically. As is the case in a great many other questions in education, however, a course is not the answer. Capacity for thought is not developed in a semester; this takes years.

Thinking must be taught at all levels and in every subject, by all teachers. Only thus can we develop those too rare human traits, the capacity and the disposition to think. And after we have developed these traits, we face the even more difficult task of teaching the thinker to avoid being a stinker. He must learn not to force his thinking on others, not to flaunt his thinking capacity, not to belittle others.

—Burton W. Gorman, *professor, educational administration, Kent (Ohio) State University.*

Business Education

The attitude expressed by James Beck ("Try a Modified Business Education Program," November) is far too common and reflects a fallacy in our educational system.

The belief that late bloomers and those meeting with minimal success should be dumped into business education courses often has caused those classes to be filled with students who are looking for an easy class which involves no effort. As a result, the real students in those classes get courses that have been watered down to fit the lazy members of the business education class.

Our high school has other kinds of classes for the college-bound late bloomers. Businessmen want to hire intelligent, trained workers, and business education should be aimed at helping students become desirable employees.

—Adele Brady, *business education student, Peninsula High School, Gig Harbor, Washington.*

Classroom Management

Janet Spencer's article, "Some Tips on Classroom Management" (December), makes some very good points. I agree especially with the idea that the arrangement of classroom furniture modifies classroom behavior. Too often, teachers act as though the desks were bolted to the floor; and the pupils, to the desks. A

COMING

How students in a Westport, Connecticut, high school wrote a play that became the winner of the Moss Hart Award for Plays of the Free World

Some thoughts from the Ford Foundation's program officer for public education on where urban schools have gone wrong and how they will have to change

A special feature devoted to the slow learner

Modern art, how it reflects this era; a "Searching Mind" piece

Another dialogue in the series that NEA President George D. Fischer is holding with outstanding individuals

youngster once placed in the rear of the room remains there unless he develops a seeing or hearing difficulty.

In my classroom, I rearrange seating once a week in order to place different students next to my desk. This enables me to get to know all the students better than if some were permanently exiled to the far corners of the room. Students sitting near me each week are the ones to run errands, collect papers, and write on the board.

The flexible seating arrangement brings about a better student-teacher relationship, and this tends to eliminate many disciplinary and educational problems.

—Gerard A. Mack, *assistant principal and sixth grade teacher, Riverside Elementary School, Harford County, Maryland.*

Unified Profession

The teachers and administrators of the United States comprise the largest group of well-educated individuals in the world. The inherent influential power of this group toward the correction of the social and physical problems of our nation is retarded only by our inability to become a unified force. The need is becoming more critical with each passing hour. Whether or not we can afford to spend our time and money on less important endeavors while such problems as pollution, population explosion, hunger, war, and the decline of moral and spiritual values continue to become more and more ominous is a question that must be answered as soon as possible.

As educators, we are obliged to step out of the shells of our classrooms and beyond our professional difficulties. We can use our special talents to solve more important problems, and as we do this, many of our professional problems will solve themselves. When the profession does, in fact, become a totally unified profession, the financial barrier to the growth of the professional organization will be practically eliminated, and with this problem solved, many others would fall by the wayside.

—James Freeman, *chairman, NEA Executive Committee's special committee for the implementation of unified membership; media specialist, Harding Junior High School, Cedar Rapids, Iowa.*

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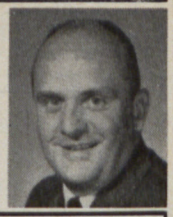
TEACHER IN POLITICS



☐ Delaware's new assistant secretary of state is Richard H. Caldwell, a former teacher of American history at Milford Junior High School. Mr. Caldwell took office in January 1969 and serves at the pleasure of the secretary of state.

Mr. Caldwell was active in the "People for Peterson" organization during the 1968 gubernatorial campaign. The Delaware State Education Association's political action committee also endorsed Russell Peterson and campaigned actively for him.

Mr. Caldwell was president of the Milford Education Association during 1966-67 and served on its Executive Board from 1964 until 1969.

He also began a two-year term as Republican committeeman for his district in May 1969.

—Charles R. Harris, *executive secretary, Delaware State Education Association.*

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RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in instruction can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on i.t.a.: an Independent Evaluation *by F. W. Warburton and Vera Southgate and on reports from* Education Daily *and* Research in Education.

What does the latest research say about the effectiveness of the Initial Teaching Alphabet?

The long-awaited British Schools Council report on the Initial Teaching Alphabet, recently published in England, indicates that the 44-character phonemic alphabet developed by Sir James Pitman is more effective in teaching children to read than the traditional alphabet. The report states that the "magnitude of the differences found in its favor in many different researches is unusually high."

Evidence from the governmental study reveals that in the majority of schools children using i.t.a. learned to read earlier, more easily, and at a faster rate than similar children using the traditional alphabet. However, after three years of schooling, the reading attainments of most children taught initially by the traditional alphabet were approximately equal to those of children whose initial medium of instruction was i.t.a.

The report notes: "The observed results include easier and earlier reading skill acquired without frustrations for the child; an increase in the time children choose to spend on reading, in the number of books they read, and in their understanding of the contents of the books; an increase in the quantity and quality of children's free writing; an improvement in children's attitudes and behavior; and beneficial effects on other school subjects and the general life of the school."

The researchers also found that some of the original doubts teachers had about using the new alphabet were dispelled. For example, on the matter of transition, "Doubts regarding the difficulties which children would be likely to experience when they change from books printed in i.t.a. to books printed in t.o. [traditional orthography] have proved to be unfounded."

Serious misgivings about the effect on spelling were likewise lessened. "The evidence collected in this evaluation indicated that early use of i.t.a. had not adversely affected later spelling in t.o."

What factors are most influential in a student's decision to go to college?

A recent research study indicates that a mother's expectations for her child influence his decision to go to college more than any other factor, including intelligence, financial means, and high school achievement. Over 70 percent of the students who think their mothers want them to go to college say they intend to do so.

The study also states that black and white aspirations for education are similar: Two-thirds of all youth with IQ's above 105 plan to attend college, and over 41 percent of those with IQ's of less than 105 plan to do so.

(*Continued on page* 10)

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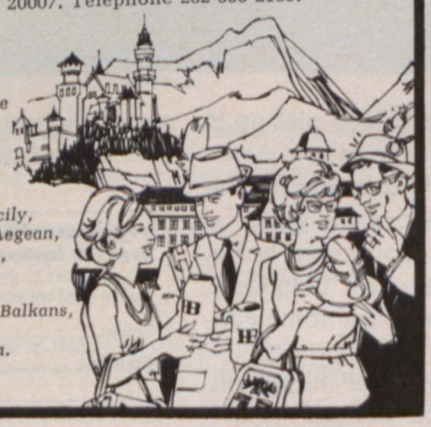

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1970 NEA Convention: June 30-July 6, San Francisco.

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NEA membership, May 31, 1969: 1,014,414.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

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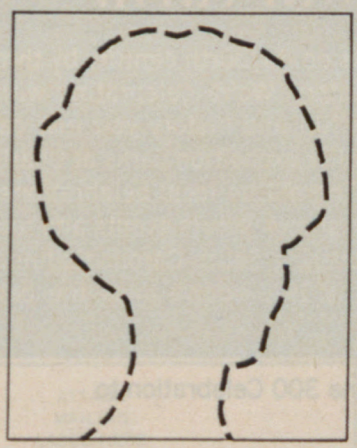

Lately, we've been running case histories in this publication about teachers who turned duplicating equipment into creative teaching resources. One teacher made "Silas Marner" more interesting by having students publish a newspaper about the characters and happenings in the book. Another teacher appointed each student a "Minister of Tourism" for a country and had him prepare a travel folder about his country.

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RESEARCH CLUES

(*Continued from page* 8)

Does recent research indicate that preretirement education for adults is helpful? What should such education include?

A longitudinal study of preretirement education conducted by Michigan University indicates that it can be beneficial.

One of two groups took part in a group discussion program for 10 weekly sessions. Volunteer participants were male, hourly rated workers, 60-68 years old, employed in the Detroit area automobile assembly plants. Discussion centered on work and retirement, money management, physical and mental health, living arrangements, relationships with family and friends, legal issues, free time, and community programs. Data were collected by interviews with all subjects before retirement, six to 12 months after retirement, and 18 to 24 months after retirement.

Results showed that the preretirement education significantly reduced retirement dissatisfaction and health worries, and encouraged participation in activities with family and friends.

With both the experimental and the control groups, there was an increase in the husbands' power in family decision making after retirement. However, certain tentative findings, such as the suggestion that the program was more effective with well-educated whites, indicate that further study is needed. □

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UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for the publication titled Unfinished Stories for Use in the Classroom, *Stock No. 381-11766.*

For information about 8mm and 16mm color films based upon some unfinished stories, write to Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should Sherry Do?

☐ **Sherry could hardly keep from cry**ing in front of the whole class when the teacher bawled her out for coming to school without her homework three days in a row. She wondered what the teacher would say if she told her she wouldn't be able to do her homework anymore, ever. Since her father had gone away and Mom had gone to work, Sherry was so busy with jobs around home that she just didn't have time for anything else.

As soon as Sherry got home from school in the afternoon, she had to get her baby brother from the lady across the hall and take care of him until Mom got home from her job at the dry cleaning plant. At four-thirty, she had to wrap the baby in a blanket and take him with her while she went to the day-care center to get Gwen and Bobby. The next hour, until her mother got home, was like a bad dream, with Sherry trying to keep Gwen and Bobby from throwing things at each other or being too rough with the baby.

Mom would flop into a chair and kick her shoes off the minute she got home. While her mother watched the kids, Sherry had to go out to do the day's marketing. Because the little stores in their neighborhood charged much more than the big market on 97th Street, Sherry had to walk clear over there, and sometimes the checkout lines would be long. Often, it would be half-past six before Sherry got home with the groceries.

Mom cooked dinner while Sherry gave the baby his bottle and put him to bed. After dinner, Sherry cleared the table, washed the dishes, and cleaned up the kitchen.

By nine o'clock, when her chores were done and the kids had quieted down, Sherry was so tired she couldn't keep her eyes open a minute longer. When she dropped into bed, she always thought she would be able to do her homework in the morning, but by the time she'd fed the baby and rounded up some clothes that were mended and clean enough to wear to school, it was always too late.

Sherry knew that the school counselor was available to help people with problems, but she'd never known of anyone who asked the counselor for help with home problems. How could she get help? What should Sherry do?

Thoughts To Think Aloud:

1. Since we all have problems, how do we decide when to get help with them and when to try to solve them for ourselves?
2. Is getting homework done a school problem or a home problem?
3. What could the counselor do to help Sherry? ☐

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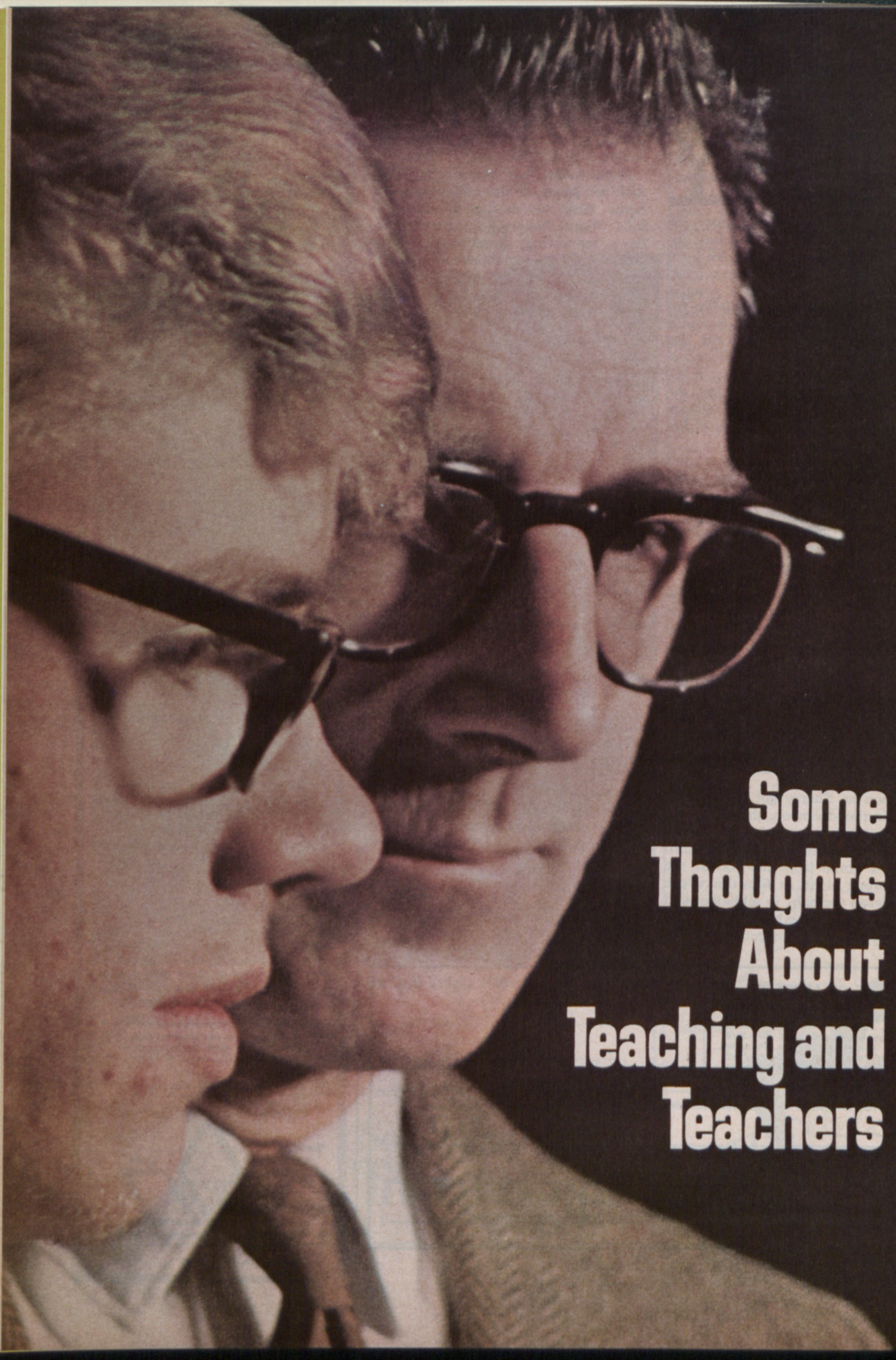

Some Thoughts About Teaching and Teachers

The following feature consists of four statements about the teacher—his role in the classroom and his effect on students. Written by a classroom teacher (Gunnar Horn), a dropout, a biographer (Alexander Kendrick), and a university student (Paul Goldberger), the statements have some differences but many striking similarities, as witness the marginal comments taken from the articles which follow.

GUNNAR HORN, *journalism teacher; head, English Department, Benson High School, Omaha.*

□ **I sat back with some trepidation. My student teacher was taking over** "my" class for the first time. Gradually I relaxed. She was missing some of the points I would have stressed, but she was teaching with *enthusiasm.*

To me that is what matters. This is where I part company with teaching machines, packaged lessons, and all that current gimmickry. To be meaningful, teaching has got to be human, warm, personal, eyeball to eyeball.

Sure, I believe in knowing one's subject matter, and I've got credits galore to prove that I do. But that's secondary. It's how the teacher feels inside when he is teaching that counts. One has got to love teaching—to feel he has something important that he *must* communicate to the young. Without enthusiasm, teaching is merely a mechanical skill.

My dictionary says enthusiasm is "ardent zeal or interest; fervor." I think one must have all those, but I would put interest first. Good teachers are interested in their students. They can and should be interested in subject matter, too, but that comes second. The primary goal is to accept, understand, and try to communicate with that sea of faces—eager, apathetic, hostile—that constitutes a class.

Years ago I started to earn a Ph.D. because I thought I wanted to teach in a college and write scholarly books. Halfway down the long course, it dawned on me that what I really wanted to teach was kids, not Chaucer or Milton or Shakespeare. I quit hunting for an obscure and still unexplored problem in literature that would be suitable for a thesis and wrote instead my first textbook for high school students. I have never regretted my decision and have long wondered why I ever thought I wanted to become a college lecturer. All the fun is in teaching, which is surely at the opposite pole from lecturing.

Teaching is talking with students, not at them. Teaching is explaining, questioning, reexplaining, stimulating students to think, checking their conclusions, thinking up meaningful assignments, encouraging productive practice, relating things the students don't know to things they do know, drawing together apparently unrelated bits and pieces, leading them to examine their experiences and to expand their horizons.

Admittedly, my teaching success is only partial. Of course I don't reach all of my students all of the time. To my shame, there are students I don't reach at all. Some of my failures I can blame on the system: Classes are too big and there are too many of them. But I don't believe in making excuses, either for myself or my students. We can all do better than we think we can, and that is what school is all about. Surely, the purpose of education is to stretch muscles, the mental as well as the physical. The coaches and phys ed teachers take care of the physical muscles of my students. My job is to stretch the mental ones.

When I attend school gymnastics meets, I marvel at what the coach has accomplished with the boys. While we don't have meets for mental gymnastics, the results of mental muscle building can be just as thrilling as physical feats. When a student gains an insight he didn't have before and the teacher knows that he has led him along the track and given him a boost over one or two of the hurdles, there is nothing quite like it to warm the cockles of one's heart (whatever they are) and to spur one on to greater efforts. It takes only a second to flash that signal from teacher to pupil that means, "I understand. I care. We have communicated."

When I was a young teacher, I looked forward to becoming wise so I

A Dropout: Lots of teachers go to college after they finish teaching you to see if they can learn some more. Some learn; some don't. Some it helps; some it don't.

Paul Goldberger: Many teachers just don't care. They don't care about the students they teach, or the institutions they teach in, or the subjects they teach, or perhaps even all three.

Paul Goldberger: Bringing in the "outside world" isn't easy—but I have seen good teachers make Greek tragedy vital to the crises of 1969.

A good teacher is "unselfish, kind of like a father."

could counsel my students and solve their problems. I have not become wise. Indeed, at 57, I know much less than I did at 22. But I discovered long ago that it doesn't matter whether I am wise or not. Teen-agers don't really want advice—even when they say they do. They just want to try out their ideas on someone who will listen. Sometimes, of course, listening to them is difficult to do. But it is gratifying, and to me no longer surprising, that a student who has done all the arguing with himself will thank me for my advice, when all I have done is nod my head occasionally to let him know I was still listening.

My opening paragraph refers to a student teacher, and it would be an injustice to the wonderful young people who are entering the profession to dismiss them so quickly. Each semester I welcome into my classroom one, sometimes two, of my successors. Each year they impress me more.

Paul Goldberger: My guess is that teaching today is roughly at the same level it was 30 years ago. What is different today is that students are beginning to notice what is wrong.

A generation ago I feared for the future of teaching—but no longer. Today's candidates for certification are well-prepared—and eager! Often they expect too much, too fast, perhaps forgetting what they were like when they were teen-agers. But how much better it is to expect too much than too little. By word and, I hope, example, I endeavor to convince them that genuine enthusiasm can and must endure the slings and arrows of student rebuff. "Cherish the positive," I advise them, "and steel yourself against the negative."

As a journalism teacher, it pains me to recognize that the mass media are prone to emphasize the negative aspects of education, and, indeed, of life in general. It is our failures that resound on the newscasts and capture the headlines. Looking for action, newsmen naturally bypass the boy who is reading a book in the library and photograph the one who is throwing rocks through the library windows. That's the way it is, and we alone are not about to change the mass media's, or the public's, eagerness for violent action. So let's see what we can do to reach the youngster while he's throwing nothing more dangerous than spitballs. That may be his way of calling attention to his frustrations because no one has provided him with a more appealing outlet.

When Bruce Catton named Chaucer's "Canterbury Tales" for oblivion [See "After All" in the October 1969 JOURNAL], I was glad it wasn't Joe Namath or Muhammed Ali whose opinions we had to combat. It's hard to believe that a historian who writes as well as Catton does doesn't owe something to Chaucer. After all, Chaucer was the first English writer to "tell it like it is." I'd have been less surprised if Catton had chosen one of the Romantic poets for oblivion, but even that would have been a mistake. There is a romantic streak in even the most blasé of today's youngsters, and I, for one, am not surprised when some uncouth appearing football player takes a shine to Byron or Keats.

But to get back to Bruce Catton: Within a week of my reading about his rejection of *Canterbury Tales*, one of my colleagues came to me with the glow she exhibits when her students have grown a notch or two. The Friday before, she told me, she had praised a particular paperback edition of the *Tales* and recommended it to anyone who wanted to read more of Chaucer than was included in the class anthology. The following Monday, 23 students showed up with the paperback and others lamented that the town bookstores had been cleaned out before they got to them.

A Dropout: Some show you what you might try.

My colleague is not alone in these small triumphs. Every fall when the seniors study Shakespeare, some student, often an unlikely looking candidate for literary appreciation, will ask me excitedly, "Have you read *Macbeth*, Mr. Horn?" When assured that I have indeed read *Macbeth*, he'll add, "It's really great!" This is only an isolated example, and I choose it merely to illustrate that an enthusiastic teacher can "sell" a classic as readily as the cheap stuff that has always been around.

Paul Goldberger: Shakespeare and square roots are as relevant today as they ever were. . . . What disturbs many students is not **what** is being taught, but **how** it is being taught.

Sometimes, happily, the rewards of teaching are tangible, like the following letter that I received a day or two after final grades had been issued. The writer was a three-letter athlete, but obviously the adulation of his

peers hadn't blinded him to scholastic enjoyments.

Dear Mr. Horn:

Now that it is over, I feel I should tell you how much I enjoyed Journalism 1. I really looked forward to third hour. There was an atmosphere that let you relax, but it still kept your interest. It was downright enjoyable.

The thing that really made the difference was the fact that you let us get to know you. We thought of you as a teacher and recognized your authority and all that, but we also thought of you as a person. You were interested in our feelings and talked as if you understood us. We appreciate that, so thanks a lot.

Perry

It is because students are all unique individuals that teaching is so much fun. Where but in the classroom can one meet so many interesting people? At the high school age, young men and women are still plastic and unpredictable. Most of them still have open minds, though a few show signs that theirs are beginning to close. Those are the ones a teacher must get to fast.

One pays a price for teaching, of course. Teaching is hard work. One can get overstimulated as well as merely stimulated. But sleep "knits up the ravel'd sleave of care," and tomorrow always brings a new day and a new page in the assignment book. Who would ask for more? □

Thoughts of a dropout recorded by **MARIAN FRANKLIN,** *professor, School of Education, University of North Carolina, Greensboro.*

□ **Teachers come in many sizes and shapes—large, small, young, old, tired,** fresh, black, white, rich, poor.

Some are kind, and some are not.

Those who are mean are stinky.

Some teachers know how to make you feel good;

Others make you feel bad all over, deep down.

Some help you not be afraid;

Others keep you scared all the time.

Some show you what you might try;

Others tell you that you can't do it.

They are No-No teachers. They're stinky.

Lots of teachers go to college after they finish teaching you to see if they can learn some more.

Some learn; some don't. Some it helps; some it don't.

Those who don't try to learn and understand are stinky.

Some teachers make you want to come to school every day;

some teachers make you want to skip out as often as you can.

I've had two who made me wish I had school on Saturday.

I've been lucky. Some kids never find teachers like that.

Some bring you lots of things to work with;

Others make you stay in your seat and fill in blanks and memorize stuff.

Those teachers are stinky.

They say stinky words, give you stinky looks, and grade you on stinky report cards.

Some teachers are great. Like I said, I had two like that.

They put bandages on my hurts—on my heart, on my mind, on my spirit.

Those teachers cared about me and let me know it.

They gave me wings. □

ALEXANDER KENDRICK, *in* Prime Time: The Life of Edward R. Murrow. *Reprinted by permission of Little, Brown and Company. Copyright © 1969 by Alexander Kendrick.*

□ **For Murrow what Washington State had to offer, apart from a dramatic** society of near professional quality and an excellent debating team, was the first collegiate course in radio broadcasting given anywhere in the

Alexander Kendrick: They wrote her [Ed Murrow's teacher] letters in bales, during vacations and long after they had left school.

A Dropout: Some teachers make you want to come to school every day.

Gunnar Horn: Teaching is explaining . . . reexplaining, stimulating students to think.

Paul Goldberger: . . . boring teachers, teaching boring subjects in boring schools.

Alexander Kendrick: . . . that rare jewel, a dedicated, understanding, and effective teacher.

country. It was called community drama, . . . and it was taught by Maynard Lee Daggy, a well-known lecturer and author of books on public speaking. Professor Daggy, a small, sprightly man, was one of the two major formative influences at college on Murrow's life and career.

The other, and most important, was that rare jewel, a dedicated, understanding, and effective teacher. She was Ida Lou Anderson, who had been crippled from the age of nine by infantile paralysis, and who held in her small twisted body a love of learning, and a zeal not so much for perfection as for steady betterment—"she demanded not excellence so much as integrity," Murrow recalled—that communicated itself irresistibly to her students.

Ida Lou Anderson was only eight years older than Ed Murrow. She herself had been graduated from Washington State as a speech major only two years before he arrived there—her education had been interrupted and delayed by the long illness spent in hospitals and sanatoria—and she was an instructor in the speech department when he changed his enrollment in the middle of his freshman year. . . .

Apart from the richness of her own intellectual life, gained from wide reading and, despite her crippled condition, from wide travel, Miss Anderson's outstanding quality as a teacher evidently sprang from two not always related possessions. One was her critical ability with respect to the technical requirements of good speech, diction, and presence. The other was her concern for, and involvement in, the personal as well as the classroom problems of her pupils.

They sought her advice, and her frank appraisal both of their potentialities and their limitations. They not only erased the usual 10-minute pause between classes by thronging about her desk with their questions, but visited her in droves and for hours at the family home in nearby Colfax. They wrote her letters in bales, during vacations and long after they had left school. It may have been the relatively small difference in their ages that led them to accept her as she offered herself, on their own level, but there was also her infinite patience, sympathy, and enthusiasm. . . .

Ida Lou Anderson's students repaid her with devotion, and Ed Murrow was one of the most devoted. He not only attended every class she gave but escorted her to the college plays, when he himself was not in the cast, looking down protectively from his six-foot height as he led her on his arm down the aisle to her seat. Such occasions symbolized her triumph over adversity. For despite her double curvature of the spine, she had as a student in the same hall won every declamation contest she entered, and become the leading campus actress. Her first role, in which the crippled girl was cast as a crippled girl, gave her confidence, but then she went on with considerable artistry to play various character and even romantic parts.

She was Murrow's declamation coach and dramatics adviser, and she turned a natural debater and broadcaster into a serious, skilled, and polished one. She also gave him an unforgettable example of courage.

The relationship was a tender one. It also had a poignant aspect. Even after Murrow had left school, the brightest luminary of his class, and begun his career in public affairs, writing to her frequently, she still felt Pygmalion-like that he belonged to her. . . .

He . . . wrote to Janet Brewster, his wife-to-be, about Ida Lou. "She is very much a part of my life and always will be, but in a way that is hard to understand. . . . She taught me to love good books, good music, gave me the only sense of values I have, caused me to stop drinking myself to death." He was dramatizing, as young fiancés do.

"I've talked over in letters every decision. She knows me better than any person in the world. The part of me that is decent, that wants to do something, be something, is the part she created. She taught me to speak. She taught me one must have more than a good bluff to really live.

"I owe the ability to live to her, and to her you owe the things you like in me. She calls me her masterpiece." □

Gunnar Horn: Good teachers are interested in their students. . . . The primary goal is to accept, understand, and try to communicate with that sea of faces—eager, apathetic, hostile—that constitutes a class.

Paul Goldberger: That kind of teacher is a rare breed, but in today's world, as students look hard for something to believe in, he is needed more than ever.

Gunnar Horn: To be meaningful, teaching has got to be human, warm, personal, eyeball to eyeball.

A Dropout: Those teachers cared about me and let me know it. They gave me wings.

PAUL GOLDBERGER, *sophomore, Yale University, New Haven, Connecticut.*

□ **Once upon a time, I thought that you had to love kids, be able to** communicate, and know a lot to be a teacher. Then I got to high school and found that you can not love kids, not be able to communicate, and not know very much at all, and still be a teacher.

It was a startling revelation. But it was not a unique one. Most of my friends have experienced the same thing because they, like the vast majority of American secondary and college students today, realize that the level of teaching they are being exposed to is not terribly good at all. It is not good in the nation's elementary schools, it is not good in the high schools, and it is not good in the colleges, either. Indeed, even at Harvard and Yale, where brilliant scholarship abounds, students frequently complain about the quality of their teachers—be they the Nobel Prize winners who give weekly lectures or the lower-ranking instructors with whom they have daily contact.

What is wrong is that in spite of the many, many fine teachers who do not fall into the following category, too many others just don't care. They don't care about the students they teach, or the institutions they teach in, or the subjects they teach, or perhaps even all three.

Their students realize this and realize it fast. The young teacher who so inspired the principal's trust at her job interview will never keep the respect of her class once they see how eagerly she awaits the three o'clock bell. The professor whose new book has just been acclaimed is respected as a scholar by his students—but when they see that his heart lies in his lab and not in his classroom, he is not respected as a teacher.

Not too many teachers *are* respected by their students, and for good reason, because, unfortunately, not too many teachers do much to earn any respect. The nation's colleges are filled with scholars who squeeze teaching in between writing for academic journals and consulting for high-paying corporations. The nation's elementary and secondary schools are filled with people who teach "for a living." They teach not because they particularly love their subjects (or even know terribly much about them) and not because they particularly love students either (their daily disappearances at the stroke of three o'clock and their reluctance to take on extracurricular responsibilities show that). They teach because teaching is a secure job, and that's what they are committed to.

I don't think this situation is especially new. My guess is that teaching today is roughly at the same level it was 30 years ago. What is different today is that students are beginning to notice what is wrong. They are no longer as prepared as they once were to accept boring teachers, teaching boring subjects in boring schools, or to believe, as they once did, that education has to be like medicine, a bad taste that will make you better.

I refer not to "relevance," for relevance is not the real problem in education. Shakespeare and square roots are as relevant today as they ever were. They still belong in school. What disturbs many students is not *what* is being taught but *how* it is being taught.

Teachers and administrators all too often seem to view compassion as an educational frill their busy schedules leave no time for. Or perhaps they reject it because it is not itemized on the new contract they have just spent their after-school hours negotiating. Whatever the reason, students today sense this lack of compassion, and they respond to it by withdrawing the trust and respect they once placed in their teachers and administrators.

In some cases, they rebel against the rule that places order and pigeonholed knowledge above personal expression and reasoned inquiry. But in others, they do something that may in the long run prove far worse—they resign themselves to that "medicine feeling," a sort of passive hostility toward education. And they are less trustful of each teacher they meet than they were of the one before.

The lack of respect and trust students have for their teachers is at the heart of the current crisis in education. It is of course impossible to reduce

Gunnar Horn: All the fun is in teaching, which is surely at the opposite pole from lecturing.

A Dropout: They're stinky.

"Have you read **Macbeth,** Mr. Horn? It's really great!"

Alexander Kendrick: Miss Anderson's outstanding quality as a teacher evidently sprang from two not always related possessions. One was her critical ability with respect to the technical requirements of good speech, diction, and presence. The other was her concern for, and involvement in, the personal as well as the classroom problems of her pupils.

college unrest to a single factor, for it is the result of many complex forces. But not the least of its causes is the teaching situation. Students survive indifference and apathy among their high school teachers only to confront college faculties who are more interested in cloistered research than in teaching and more attracted by institutional politicking than by social involvement. The parents of today's students, who were raised in the depression, could accept this because they looked forward to the jobs and security that college degrees might bring. But a generation that grew up in postwar affluence can afford to demand reason, attention, and compassion along with its sheepskin. And that is just what it is doing.

Gunnar Horn: I have never regretted my decision and have long wondered why I ever thought I wanted to become a college lecturer.

There are some good teachers, of course. In fact, there are many. And happily, as quickly as students can spot the tenure-seeking drone, they can identify the genuinely committed teacher. And they respond to him.

What makes a good teacher? There's no single answer. As a student, I look for several things in a good teacher. Of course he knows his subject. He likes to teach it, not because he likes to flaunt his knowledge (yes, Virginia, there *are* teachers who flaunt their knowledge), but because he gets a genuine pleasure out of seeing a student learn—"feeling the spine tingle with the sheer joy of knowing," as a very special teacher I was privileged to have once put it.

Gunnar Horn: It takes only a second to flash that signal from teacher to pupil that means, "I understand. I care. We have communicated."

There is a kind of humility involved in good teaching. "You have to be unselfish, kind of like a father," says one friend of mine who, like me, has lived through the good teachers and the bad. "It's like bringing someone else into your world."

A Dropout: Like I said, I had two like that. They put bandages on my hurts—on my heart, on my mind, on my spirit.

The teacher who is respected realizes what it is like to be a student—*and he respects it*. He sympathizes with his students, he willingly devotes time to them, he understands that they are groping for knowledge he himself once struggled to master. But just as important as appreciating the role of the student, the good teacher recognizes his own position. He knows he is the teacher, and he bases his communication on the acceptance of that fact.

One of the saddest characters I have ever encountered was the teacher who so desperately wanted to be "one of the guys" that he filled his lectures with sexual innuendo, made cutting remarks about other faculty members, and ridiculed his subject. Little did he know how much he was laughed at after class; his attempts to "relate" brought not respect but ridicule. Why should students be asked to respect a man as a teacher who did not respect himself as a teacher?

Teaching, say many of the students whose opinions I most respect, is more than just instructing. Instructing is simply giving, as a book or a film does. Teaching is sharing. And the sharing process is a complex and subtle one. It demands more than just knowledge on the part of the teacher; perhaps the essential element of the kind of teaching students respect is a sense of perspective—the ability of the teacher to present his material in relation to the body of knowledge in general. Bringing in the "outside world" isn't easy—but I have seen good teachers make Greek tragedy vital to the crises of 1969; conversely, I have seen less distinguished teachers discuss twentieth-century politics as if it existed in a vacuum.

Edward R. Murrow: She is very much a part of my life and always will be, but in a way that is hard to understand. . . . She taught me to love good books, good music, gave me the only sense of values I have. . . . The part of me that is decent, that wants to do something, be something, is the part she created. . . . I owe the ability to live to her.

A teacher with a good sense of perspective also knows when to entertain and when to be serious. He realizes that each mood complements the other, and that no learning situation is complete without moments of both.

The lectures and classes of teachers whom I respect are rarely the same from day to day or year to year. Each one is a special experience, carefully prepared yet at the same time exciting and spontaneous.

In the end, though, it is impossible to say exactly what makes a teacher good in his students' eyes. Honesty, straightforwardness, humor, love of learning are only the tangibles. There is something else, too—something else probably best summed up by the student who said simply that "the best teachers, deep down, are really still students at heart."

That kind of teacher is a rare breed, but in today's world, as students look hard for something to believe in, he is needed more than ever. □

Efficiency at All Costs!

JUNE WOODS, *on leave from her position as an English and journalism teacher in the Glenwood Springs (Colorado) High School.*

□ **It's four o'clock Friday afternoon. My pupils have** all left, even those who love to linger. The room is tidied; a mother who came to see about a lost jacket has left satisfied; the plants have been watered for the weekend. I should be on my way home, but I've slipped up again: My lesson plans for next week aren't ready.

The rule says that copies of lesson plans for the following week must be in the office before a teacher leaves the building Friday evening. For some inexplicable reason I'm caught in this same predicament—lesson plans to complete—every Friday.

Many times I'd wondered how Mrs. Francine across the hall completed hers so quickly and effortlessly. At last I asked her. She confided that she simply copies her plans from the year before. "No one has ever noticed, dearie," she told me, "and besides, I never follow them anyway. Why waste all that precious time?" She pinched my arm knowingly.

Miss Bertland, who has the third grade downstairs, confesses that she "just loves to make lesson plans." She spends her evenings and most of her Saturdays and Sundays working on them. It's her hobby. She says she plans so thoroughly that every minute is accounted for, and, in this way, her pupils needn't waste any time trying to think of projects themselves.

Efficient Mr. Evans always has his plans ready by Wednesday. It makes me so envious. Once I managed to emulate him. I came early Wednesday morning, worked through my lunch hour, stayed late after school, and actually turned my plans in on a Wednesday—that once. But then, on Thursday, my class got involved in such an interesting discussion of a story that the reading period ran way overtime; later, we had an unscheduled assembly. *And,* on Friday morning, the school nurse decided to give TB patch tests. All this meant that Monday wouldn't even remotely resemble the plan I'd turned in. I could have cried.

Currently I'm trying Mr. Tutt's plan, but it's difficult because I don't have his talent for doing things precisely on schedule. The curious truth is that it works for him. If his plans state that math will begin at 9:27, math begins at 9:27. In my classroom, the members of the penmanship group, who should have begun their practice 15 minutes ago, are still debating whether or not they should copy one of the sentences in the lesson for that day. It states that the voyages of Columbus proved that the earth is round, and some of the members are reluctant to copy this inaccuracy, insisting that the credit belongs to Magellan.

I confess that in the past I have encouraged this sort of thing, but I'm trying to reform and adhere more closely to the plans. This should make lesson planning much easier because I won't have to allow for deviations caused by unexpected questions. I will simply say, "I'm sorry, John. You've raised a very interesting question, but it's time for recess."

With a little practice it should even become quite easy to interrupt a lively discussion on whether honesty should be included in a list of characteristics common to great persons and to proceed to our spelling lists. In the old days, we'd have taken the spelling lists home to study and continued the discussion, but now we're better organized.

To fit in with the new me, I've devised a surefire formula. Its purpose is to determine the exact amount of time to be allotted to the lesson planning period. Here it is:

$$\left(\frac{h/p \times s/i}{q}\right)^2 - m + b = t$$

If h is the number of hours to be filled with work; p is the number of pages to be covered; s is the number of hours of sleep the teacher had the previous night; i is the number of irate parents who phoned or visited during the week; q is the median IQ of all the students in the class whose last names begin with the letters P through Z; m is the measurement of the perimeter of the plan book in millimeters; b is the supervisor's mood measured in blood pressure; then t is the final result in minutes of time required to work out a good set of plans.

No more late Friday nights for me! □

Mrs. Woods is a former fifth grade teacher.

$$\left(\frac{h/p \times s/i}{q}\right)^2 - m + b = t$$

Reading is FUN-damental

a dialogue between Mrs. Robert S. McNamara, chairman of RIF's National Advisory Board, and NEA President George D. Fischer

□ **Mr. Fischer:** I know that Reading Is Fun-damental is your brainchild and that there are now about a dozen model projects in addition to the one in Washington, DC. But I need to have you fill me in on how the program got its start.

Mrs. McNamara: Well, I was working in a public school here in Washington as a volunteer reading aide and was doing some tutoring.

Mr. Fischer: How did you get interested in doing that?

Mrs. McNamara: Oh, probably basically because I'm a former schoolteacher myself. I taught science education in high school for years. And I thoroughly enjoy children. I almost prefer them to adults.

Mr. Fischer: I prefer them by far. They're where the action is; they're the future.

Mrs. McNamara: That's right.

Mr. Fischer: So you became interested in kids who couldn't read?

Mrs. McNamara: Yes. I had been working with two or three young fifth grade boys who were reading on the second grade level, and the first thing one of them said to me—when we started on a book that he really wanted to read—was, "Can I take that book home?" I was shocked to realize at that point that many children in the city of Washington did not have books. So a group of us decided to see what would happen if you flooded a community with books. We felt very strongly that if a child picks out a book, himself, and it's his own book that he can take home and do exactly what he wants with . . .

Mr. Fischer: One that he knows he doesn't have to bring back.

Mrs. McNamara: Right. He puts his own name on a little bookplate that he pastes in the front. The book is his.

Maybe the child will choose a book that is too difficult for him to read, but so what? Someone in the family will read it. And the next time he chooses a book, he'll choose better, either in terms of having someone else read to him or of being able to read it himself.

So we raised some money, and the first year we put 205,000 books into the hands of about 41,000 children in 61 Washington elementary schools that were Title I schools. That meant five books for each child. One of these children was Gregory Mack, a fifth grader who was reading on the second grade level. When Gregory chose a book called *Circus Punk*, his teacher, who was there at the time, said, "Greg, I don't think you can read that book." Gregory said, "Oh yes I can, and it's the one I want." So he took it home. To end my story quickly, within eight months, he was reading on a seventh grade level.

This isn't meant to be a teaching-to-read program. It's meant to be a motivating one—putting books in the hands of children and letting them choose some they want to own. One boy, a sixth grader, said, "For the first time in my life, my father read to me."

Mr. Fischer: Now that I have a general idea of the program, tell me how you went about setting it up.

Mrs. McNamara: Well, you have to have an umbrella agency to run something like this. You have to have a fund-raising group or foundation help. And you have to have a basically grass-roots neighborhood group that is going to help with details and will involve the mothers in distributing books. If you have that mix, together you can do it. In some cities we have the organizations, but we don't have the funding. In other cities, we have the funding but not the organizations. So the problems are rather interesting.

Here in our Washington pilot project we raised the money to be able to buy the books and give them away in a Title I area. Then we phased ourselves out of the picture and let the community take over. During the summertime we went around giving books away through a mobile unit, a "Reading Is Funmobile," which contained about a thousand volumes and which the children could walk through to select books to take home. This was very successful. We also put bookracks in laundromats and stocked them with books.

We thought the children would want to trade their books, but they're quite possessive about them.

Mr. Fischer: I think most people are possessive about the things they like. And then they enjoy giving such things to other people that they like. We're that way with books, I think; we're willing to give them to someone we like, but we don't want just anybody taking our books.

Mrs. McNamara: That's true. Not long ago we went back to one school in which we had distributed books in 1966, and we found about 40 fifth and sixth graders who had been there then and had received books. So we asked them questions about what they had done with those books. We got all kinds of answers. "I gave mine to my cousin in the country, because she didn't have any." Or "I'm saving them for a library." And they all remembered the titles of the books they had received.

We aimed first at sensitizing the community. The reluctant reader will not pick up a book or go into a library. A big sixth grader is not going to a library if

he's only reading on a second grade level, because all he'll probably find there, as far as he's concerned, is a "John pulls the wagon" kind of book.

Mr. Fischer: He probably doesn't want the other kids to see him in the library looking at second grade books, either. We've known for years that kids are far more concerned with what their peers think about them than with what grownups think.

Mrs. McNamara: Oh yes. So if we can get sophisticated-looking books that don't have "Easy To Read" on the outside of them and that have attractive covers on them, even though the reading level may be lower, many children will pick these books up and take them to read.

Mr. Fischer: I used to teach reading and writing—basic English—in a vocational school. We had a lot of kids who didn't read too well, but their mechanical and mathematical aptitudes were good. In fact, some folks think that this inverse correlation is due to the fact that children of high linguistic aptitudes think with words, whereas some children with high mechanical and mathematical aptitudes think with symbols, which is why some of them have difficulty with the printed word. At any rate, these kids were self-conscious, but we solved that problem by saying to the class when a student read aloud, "The first guy who laughs or makes fun is up next."

Mrs. McNamara: Very good!

I find that children like to have something to read they can put into their pockets. They'll get to the library eventually, if they learn to read. We wanted to start our program with children from the prekindergarten through sixth grade level to get these youngsters reading—and perhaps to stop them from being dropouts when they get to junior high.

And if a sixth grade youngster chooses a follow-the-dots book, that's better than nothing. If he goes with his group to look books over and doesn't find anything he really wants to read, or can read, why shouldn't he pick up something like this? Eventually, as we found on giving five books apiece, youngsters usually choose something much better each successive time.

Mr. Fischer: I'm a great believer in letting poor readers start on anything they're interested in, whether it's a comic book or a tabloid. The good readers read everything anyway, so you're not selective with them, even though you may think you are.

Mrs. McNamara: I think we've come a long way, at least in some parts of the country, in not restricting ourselves to a certain list of books.

Mr. Fischer: Do you keep track of the most popular books in your program?

Mrs. McNamara: Yes, by an inverse process of what doesn't go.

Mr. Fischer: I see. The ones you can't move.

Mrs. McNamara: That's right.

Mr. Fischer: You know, when I was teaching, I used to walk through the study hall to find out what the kids were reading—what they wanted to read when they should be studying chemistry. I found that Henry Felsen's books—you know, *Street Rod*, *Hot-Rod*, all of these books—were terribly popular. A teacher would say, "Oh, I don't want the kids reading this stuff." I'd say "Why not? There's nothing *wrong* with Felsen's books, and the kids are reading them."

Mrs. McNamara: Oddly enough, we had quite a run

Fifth grader Gregory Mack advanced from second grade reading level to seventh in eight months, Mrs. McNamara told Mr. Fischer.

on the Hardy boys—real oldies. Speaking of old books, do you know what some of the school systems throughout the country do with books that are five years old? They take them to the dump. Some of those books could be used by families with younger children. It's a crying shame to destroy these books. They should be given to the children of the school to take home to their little brothers and sisters.

Mr. Fischer: I've given away hundreds of books that I found weren't going to be used by the system next year. And the kids always seem to want them.

Mrs. McNamara: They do. In addition to giving books out at school, we're putting books in the Juvenile Court. And they're being read by the youngsters who have to sit around and wait for hours for their cases to come up. We've also sent books out to the Lorton Reformatory [the DC detention center for juvenile offenders] and to the DC jail.

There are all kinds of places to distribute books, but you finally get to the point at which a community runs out of money or of money-raising ability. When that happens, one remedy is to get the schools to use their Title I funds to buy books. Under Title I, they can do this and give them away to children in Title I schools. For one dollar per pupil per year, the schools can give away three books annually to every child in Title I elementary schools. If only we could get all the school districts to feel that it's just as important to let children choose books and own books as it is to have five movie projectors, instead of just two, then perhaps the priorities might even up, because the money is there.

Mr. Fischer: It's tough, though, when the President starts cutting money out of the Elementary and Secondary Education Act.

Mrs. McNamara: Well, then the schools are going to have to reexamine their priorities in regard to where they're spending their money.

Mr. Fischer: Or the people are going to have to get after Congress and say, "We can't cut that money out." Commissioner Allen and President Nixon, with their moonshot reading program, are just whistling in the cemetery if they think they can do it without several billion dollars thrown in. You can't do it with talk.

Mrs. McNamara: We do have to have money.

Mr. Fischer: If we're going to erase the illiteracy in America, it's going to take not only an attention to the problem, but it's going to take billions.

Mrs. McNamara: You could do it in six years, practically. At least you could cut off one generation of nonreaders. You need to help the child who's in the sixth and seventh grades and, yes, up to the adult level. But in order to build a generation of readers, you have to do everything at once, I'm sure. You can't just abandon the youngster who's in high school and still cannot read. But if you start between preschool and sixth grade, you can have a generation of readers.

Mr. Fischer: I won't say that it would necessarily take six years, even. If you gave me enough money to supply all the books we would need in a program like yours and enough to supply all the instruction or teachers that we need, we could do it in less than six years. We could do it in two years. We really could.

Everyone has to read so much more today than was necessary a good many years ago. In the technical school where I taught in Des Moines, Iowa, I used to show students (and parents, too) the manual for a Model T, which was about an eighth of an inch thick. Then I'd show them a manual for a late-model car that is about three or four inches thick and say, "This is what a mechanic has to read in order to be able to repair a car today."

The idea that a kid in technical school learning to be a mechanic doesn't need to learn to read is completely fallacious. No craft today can be mastered without the skill of reading. The work you are doing is extremely important.

Mrs. McNamara: And we need more books written about sophisticated subjects but on a simple reading level for the generation we've already lost in terms of manuals.

Mr. Fischer: Well, what you're doing really just dovetails with the schools. We're trying to teach the skills and you're trying to develop these same skills by giving the kids something they can practice on. It's like throwing a baseball. You have to have a baseball before you can learn how to throw a curve. And you have to have a book before you can learn how to read.

Mrs. McNamara: To me, this work has been exciting. And the approach is so simple.

Mr. Fischer: One thing that gets me up on the soapbox is the fact that our schools are upside down. By that I mean that in most cases we have our most highly educated people at the college level and the high school level. We have our smaller classes in the high schools and colleges. We have most of our remedial specialists in the junior highs and high schools and colleges.

Mrs. McNamara: That's where most of the libraries are, too.

Mr. Fischer: Yes. Most of the money and resources are concentrated toward the end of the educational process instead of in the first few years that are so crucial for the whole future development of children.

If a pupil can't learn to read in a class of 25, he should be put in a class of 10 immediately. If he can't read there, he should be put in a class of four or five. If he can't read there, give him one-to-one instruction.

A program of this kind and one like yours would cost the American people probably only a tenth or maybe a hundredth of the "remedial" costs for individuals in the penitentiary. And there's a correlation between being a nonreader and a potential inmate in some sort of institution. The nonreader is going to drop out of school and then he's not going to be able to succeed in finding a halfway decent job, so chances are that he's going to get in trouble with the law sooner or later.

Mrs. McNamara: The books we have sent out to Lorton Reformatory have just been absolutely consumed—when we've chosen the right books.

Mr. Fischer: I'm convinced that children of normal or average intelligence, or those slightly below average, who have no physical impairment that would pre-

vent them from reading, should be able to learn to read, given the right kind of instruction and the chance to read.

You know another aspect of this problem is the child who lives in a home where little or no English is spoken.

Mrs. McNamara: Yes. Every child from a Puerto Rican or a Mexican-American home needs a bilingual dictionary. . . .

Mr. Fischer: One of the greatest things we can do in the bilingual area is to have bilingual teachers. When I was a boy in Arizona, a Mexican child who was caught speaking Spanish on the playground was sent home from school. That's how backward we were then. My mother used to teach at a school in the Lithuanian district in Sioux City. Finally, after two years, she convinced the superintendent that it would be very wise of him to have a teacher down there who could speak Lithuanian, because these kids came to school unable to speak a word of English.

Mrs. McNamara: We, as a country, should be more bilingual ourselves. I think it would be very exciting if the United States got itself involved in trying to become bilingual.

Mr. Fischer: Right. There's nothing wrong, you know, with learning to read two languages simultaneously.

Mrs. McNamara: That's true.

Mr. Fischer: Kids really like to read. I can remember when I was teaching in a junior high school in an upper middle-class neighborhood, we once had a paper drive to raise money for a stage curtain. The parents brought in thousands of pounds of magazines and newspapers and books. The students in my industrial arts classes—all big strong boys—had the job of bundling and weighing and taking care of all the paper. My greatest problem turned out to be getting them to stop reading the magazines so they could get the work done. They wanted to sit in there and read those magazines all day long. And yet their English and history and science teachers were telling me that they couldn't get these same kids to read.

Mrs. McNamara: On the day of one of our first book distributions, three fathers came to school, and we asked if they wouldn't like to have a book. Later, one of them went up to the principal and said he'd taken the afternoon off from work, because he heard that books were to be given away that afternoon at school and that "lady over there at the book table was helping me pick a book, because I can't read."

Mr. Fischer: My aunt taught my uncle to read after they were married—she'd been a teacher. He became a fine reader and learned to enjoy reading, too. I had reading problems myself. When I was in second grade, my father discovered I wasn't learning to read. So he told my mother to give me a 15-minute lesson every noon when I came home for lunch and a 15-minute lesson every afternoon when I got home from school, before I went out to play. In about six months I was catching up.

In our town, about every month or two, they'd have these book sales where they'd sell books for two or three cents. My father used to go to them. He would

load the back end of our car completely full of books, and I'd go through them when he'd get home. I was always excited. As a result of this I became a voracious reader, because I had all this reading matter available. Then the neighborhood kids would come in and pick through the books. We all got to read all we wanted.

Mrs. McNamara: And also someone read aloud to you. These inner-city children are never read to.

Mr. Fischer: Well, television in some cases has narrowed the gap between the readers and the nonreaders, because it's taken the place of the mother who reads to the children. We found an interesting thing in our testing program in the elementary schools and kindergartens—that kids from the neighborhoods without reading material in the home were coming up much faster on reading readiness tests than used to be the case. We came to the conclusion that through the television medium they were getting fairy tales and so on that the other kids were getting from their parents.

Actually, there's no substitute for an affectionate mother who wants her children to read and who loves to read to them *and* a warm, understanding teacher who has enough time to spend with the child who needs help. But I would say that your program is an excellent supplement and a much-needed one. I believe so much in what you're doing that it's beautiful to find out more about it.

Mrs. McNamara: The pride of ownership is a great motivating factor. The choosing and the ownership do something to help the child and they help communication at home. When a child takes a puzzle book or a joke book home, he has to verbalize. The contact with a parent or a brother or a sister at home is quite considerable in this program.

Mr. Fischer: Well, the success your program has already had shows there is one crying need in America, and that's for more books—more books for young people to own.

Mrs. McNamara: We're very excited about several projects that we have already started as a national organization under the Smithsonian. But I'm just too ambitious. I want to cover the whole United States. □

The Reading is Fun-damental Committee of Washington was originally sponsored by the District of Columbia Citizens for Better Public Education, Inc. For more details about this program, write to National Reading Is Fundamental Program, Room 2407, Arts and Industries Building, Smithsonian Institution, Washington, DC 20560.

RIF state and regional projects include those in Arizona; Eastern Shore, Maryland; Mississippi; and West Virginia. (New York State is now organizing a project.) City projects include those in Columbus (Indiana), Cleveland, East Los Angeles, New York City, Pittsburgh, St. Louis, and Washington. (San Francisco has indicated an interest in organizing a project.)

BERGEN EVANS, *author; lecturer; syndicated columnist; professor of English, Northwestern University, Evanston, Illinois.*

□ **The first English dictionary was Robert Cawdrey's** *A Table Alphabeticall . . . of hard usual English Wordes,* gathered, so the title page tells us, "for the benefit and helpe of Ladies, Gentlewomen" and "other unskilfull persons."

It was published in 1604 and, although ludicrously meager in comparison to any modern dictionary, is still of value to the discerning. The very date of publication, for example, reminds us that Chaucer, Langland, Wycliffe, Skelton, Tyndale, More, Marlowe, and probably Shakespeare, Bacon, Ben Jonson, Lancelot Andrewes, and John Donne (not to mention several million others) never consulted a dictionary in their lives and yet managed to write and speak effectively. That is, the date of publication of our first dictionary emphasizes the fact that language takes precedence of lexicons and that dictionaries do not dictate but record dictation.

Cawdrey was an intelligent man. His definition of *degenerate* as "unlike his auncestours" is a brilliant piece of insight. And "pleasing" for *plausible,* "heathen" for *ethnick* and "nigardness" for *tenacity* are still something to think about. Finding "orphan" spelled *orphant* in Cawdrey, the modern reader may be charmed to realize that some Elizabethan pronunciations lingered on in rural Indiana as late as 1885 when James Whitcomb Riley wrote *Little Orphant Annie.* Or, finding that Cawdrey listed *imply* and *inferre* as synonyms, meaning "to signifie," and then having this synonymity excoriated in one of the zippiest, most-up-to-the-minute newsmagazines as "an atrocity which has crept into current usage," he may be surprised to discover that the newsmagazine is at least 365 years behind the times. Or, finding their interchangeable use condemned as a corruption by 92 percent of a panel of savants consulted by our most recent dictionary, he may question the value of consulting such savants or of consulting a dictionary that consults them.

There is no better beginning for the study of lexicography than a mistrust of lexicons.

Nineteen years after Cawdrey, there appeared Henry Cockeram's *New Interpreter of Hard English Words,* which offered to assist its readers to "a speedy attaining of an Elegant Perfection" in their speech, just as *The American Heritage Dictionary,* in 1969, was to offer its readers "guidance toward grace and precision." Cockeram, however, was enough of a linguist (or humorist) to add that "Elegant Perfection" was for those "who study rather to hear themselves speak than to understand themselves."

Other dictionaries followed, and all of these were drawn upon and enlarged by Nathaniel Bailey's *Universal Etymological English Dictionary* which, between 1721 and 1802, ran through 30 editions. It was from Bailey that the ill-starred poet Chatterton obtained many of the phony antique terms that were to prove his undoing. More important, Bailey's dictionary was the first one that sought to include all the words in the language. And most important of all, it was the foundation of Samuel Johnson's *A Dictionary of the English Language.*

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THE SEARCHING MIND

The success of Bailey's dictionary had convinced a group of London booksellers (publishers, we call them) that there was a market for a definitive lexicon, one that would list all the words in the language, define each one, and give its pronunciation. An additional function, perhaps its greatest, would be to "fix" the language, to halt its "corruption" and "decay." Then, as now, a process of degeneration was thought to have progressed so far under the pressure of the "vulgar" that unless something drastic was done immediately, the language would be rendered useless and all communication would necessarily cease—among the elegant, that is, since the vulgar, presumably, would go on making their vulgar sounds.

To avert this calamity, they selected Samuel Johnson as editor. His qualifications were immense learning, a style marked by ponderous Latinity (the antithesis of "vulgar"), an unsurpassed dogmatism, and a deep piety.

Johnson, who was desperately poor and needed employment, announced (in 1747) his willingness to be the linguistic dictator that the emergency demanded. He was prepared to "fix" the pronunciation of English, "preserve the purity of its idiom," and hold back the flood of "low terms" that was overwhelming it.

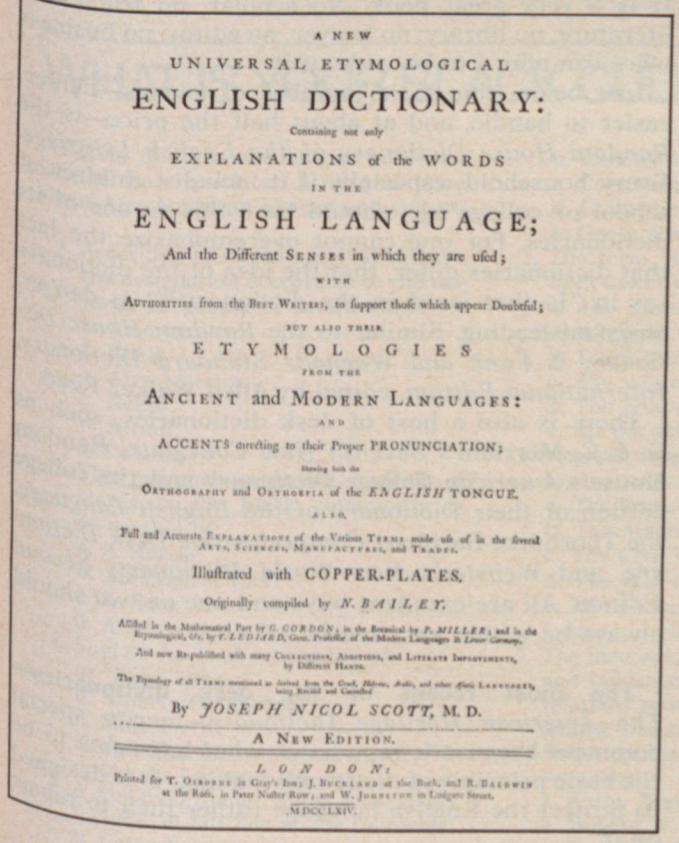
In 1755, the *Dictionary* appeared in two folio volumes, magnificently printed and prefaced by an essay on language and lexicography that must be classed with Wordsworth's *Preface to the Lyrical Ballads* and Shelley's *Defence of Poetry* as one of the intellectual landmarks of the English-speaking people.

In this document, Johnson confessed that eight years of "sluggishly treading the track of the alphabet" had taught him that talk of "fixing" a language or of "preserving its purity" was ignorant, silly, and pretentious: "the dream of a poet doomed at last to wake a lexicographer." He had perceived that irregularities were inherent in "the boundless chaos of living speech," were, indeed, indications of its profusion and vitality. As for academies, panels of experts, and others who sought or were besought to place official seals of approval or disapproval on this or that form, he hoped that "the spirit of English liberty" would destroy them as fast as vanity could set them up.

Finding that there were no guides but experience and analogy, Johnson illustrated the meanings of words by quotations from the writings of well-known authors. And in so doing he established the lexicographic principle that language is what usage makes it and that custom, in the long run, is the ultimate and only court of appeal in linguistic matters.

In selecting his illustrative quotations, by the way, Johnson took his passages, whenever he could, from writers whose works had a moral and religious tone he approved of. One would smile at the quaintness of this were it not for the uproar made over the fact that *Webster's Third New International* illustrated one meaning of *shake* by a quotation from Polly Adler's *A House is not a Home.*

Johnson's dictionary was an immediate and great success and for almost a century its two stately folios upheld the dignity of every manorial collection of English books that professed to be a library. Soon after its first appearance, he published an abridgment, and this not only graced humbler households but was the standard prize in school exercises. It was un-



A NEW

UNIVERSAL ETYMOLOGICAL

ENGLISH DICTIONARY:

Containing not only

EXPLANATIONS of the WORDS

IN THE

ENGLISH LANGUAGE;

And the Different SENSES in which they are used;

WITH

AUTHORITIES from the BEST WRITERS, to support those which appear Doubtful;

BUT ALSO THEIR

ETYMOLOGIES

FROM THE

ANCIENT and MODERN LANGUAGES:

AND

ACCENTS directing to their Proper PRONUNCIATION;

Shewing both the

ORTHOGRAPHY and ORTHOEPIA of the *ENGLISH* TONGUE.

ALSO,

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The Etymology of all TERMS mentioned as derived from the Greek, *Hebrew*, *Arabic*, and other *Asiatic* LANGUAGES, being Revised and Corrected

By *JOSEPH NICOL SCOTT*, M. D.

A NEW EDITION.

LONDON:

Printed for T. OSBORNE in Gray's Inn; J. BUCKLAND at the Buck, and R. BALDWIN at the Rofe, in Paternoster Row; and W. JOHNSTON in Ludgate Street.

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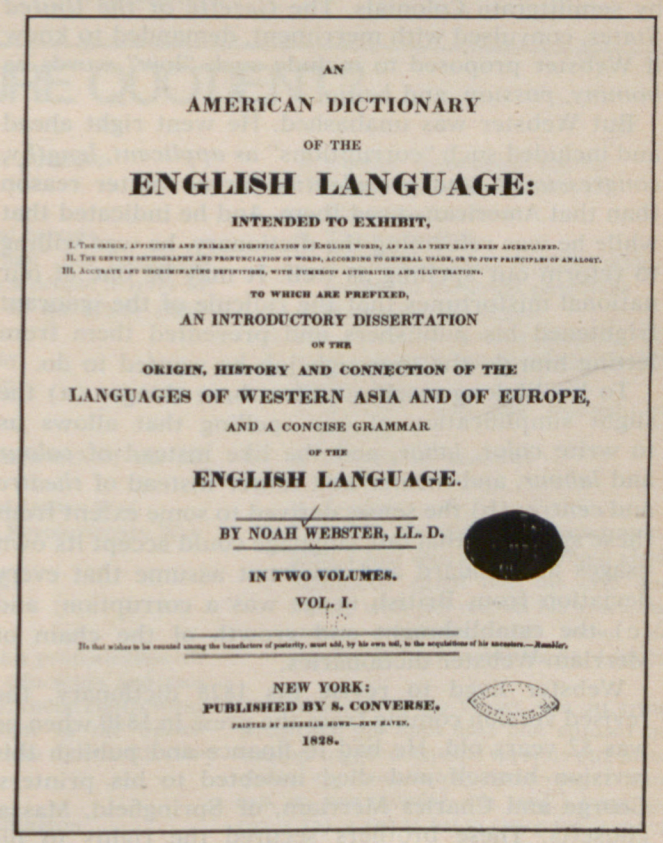


AN

AMERICAN DICTIONARY

OF THE

ENGLISH LANGUAGE:

INTENDED TO EXHIBIT,

I. The origin, affinities and primary signification of English words, as far as they have been ascertained.
II. The genuine orthography and pronunciation of words, according to general usage, or to just principles of analogy.
III. Accurate and discriminating definitions, with numerous authorities and illustrations.

TO WHICH ARE PREFIXED,

AN INTRODUCTORY DISSERTATION

ON THE

ORIGIN, HISTORY AND CONNECTION OF THE

LANGUAGES OF WESTERN ASIA AND OF EUROPE,

AND A CONCISE GRAMMAR

OF THE

ENGLISH LANGUAGE.

BY NOAH WEBSTER, LL. D.

IN TWO VOLUMES.

VOL. I.

He that wishes to be counted among the benefactors of posterity, must add, by his own toil, to the acquisitions of his ancestors.—*Rambler.*

NEW YORK:

PUBLISHED BY S. CONVERSE.

PRINTED BY HEZEKIAH HOWE—NEW HAVEN.

1828.

Title pages from two early and significant dictionaries of the English language.

doubtedly a later edition of this work that Miss Becky Sharp hurled back over the wall of Miss Pinkerton's Academy as a supreme gesture of disrespect for the established order.

Although other dictionaries appeared as time went on, Johnson was not displaced as the ultimate authority until the publication of *The Oxford English Dictionary*, now commonly called the OED. And in many ways this was not so much a displacement as an extension. Many of Johnson's definitions are retained simply because better ones have not been invented. And the OED was based on the idea that meaning and form are determined by usage and can best be displayed in authenticated, dated contexts.

The statistics of this great work are staggering. Its 13 huge volumes, representing 75 years of labor by some 800 *(unpaid)* readers, appeared in sections between 1884 and 1928. It is built on historical principles, tracing every word in the language from Anglo-Saxon times down to the date of its volume's publication and illustrating the development of every meaning of every word, as well as its spelling and pronunciation, by illustrative quotations.

In America, Johnson was gradually replaced by *The American Dictionary of the English Language*, the work of an energetic, learned, cranky Yankee, Noah Webster, a man more contentious than even the Great Cham himself. His prospectus provided a storm of derision. The Boston *Palladium* insisted that the whole thing was unnecessary, since English had reached perfection and no new words were needed. The Boston *Aurora* dismissed as "preposterous" the suggestion that new words and meanings had been introduced by semiliterate Colonials. The *Gazette of the United States*, convulsed with merriment, demanded to know if Webster proposed to include such "low" words as *hominy, possum*, and *banjo*.

But Webster was unabashed. He went right ahead and included such "corruptions" as *applicant, lengthy, congressional*, and *presidential* for no better reason than that Americans used them. And he indicated that while he was reforming the dictionary, he was willing to reform our spelling as well. It may be one of our national misfortunes that the ridicule of the ignorant frightened his publishers and prevented them from letting him do the thorough job he wanted to do.

To his lifelong work, we owe three things: (a) the slight simplification of our spelling that allows us to write *color, labor*, and the like instead of *colour* and *labour*, and *theater* and *center* instead of *theatre* and *centre;* (b) the sense, derived to some extent from these spellings, that our language could accept its own usages as standard and need not assume that every deviation from British usage was a corruption; and (c) the establishment and growth of the chain of Merriam-Webster dictionaries.

Webster lived to revise his 1828 dictionary, the revised version coming from the press in 1840 when he was 82 years old. He had to finance and publish this revision himself and died indebted to his printers, George and Charles Merriam, of Springfield, Massachusetts. These brothers secured the rights to his book and copyrighted *Merriam-Webster*. But they failed to copyright the single word *Webster*, which is now in the public domain and may be used by anyone who publishes a dictionary that he feels incorporates some or all of Noah Webster's lexicographical methods.

In 1847, the first *Merriam-Webster Unabridged Dictionary* appeared. Revisions of this came out in 1864, 1890, and 1909, and these were followed, in 1934, by *Merriam-Webster's New International Dictionary, Second Edition* (MW2). This was replaced, in 1961, by *Webster's Third New International Dictionary of the English Language, Unabridged* (MW3), the book that brought Johnson's lexicographical findings to the attention of newspaper editors and moved them to antediluvian indignation.

No account of English dictionaries, however superficial, could neglect to mention *The Century Dictionary and Cyclopedia*, an American dictionary that was published in 1889 and was revised and enlarged (into 10 volumes) in 17 subsequent printings. It has been out of print for almost fifty years and is, therefore, out of date. But within its limitations it is a very great dictionary, especially in the fullness of its definitions and the richness of its illustrative quotations.

Of general dictionaries, there is now God's plenty from which to choose. First, in its solitary grandeur, is the OED, access to which is indispensable to any student of language or literature. Equally unrivalled in its profusion of entries, its accuracy, the excellence of its definitions, the richness of its illustrative quotations, and its conformance to the standards of modern lexicography is *Webster's Third New International*. It is a very great book. No scholar, no teacher of literature, no library, no lawyer, no editor, no business office can afford to be without it.

Just below this in its number of entries—lighter, easier to handle, and at about half the price—is the *Random House Dictionary of the English Language*. Every household, especially if it includes children of school or college age, should have this as one of its dictionaries. For one cannot overemphasize the fact that dictionaries differ, that the idea of *the* dictionary (as in "Is that word in the dictionary?") is dangerously misleading. Similar to the *Random House Dictionary* is *Funk and Wagnalls Standard Dictionary, International Edition*, edited by Allen Walker Read.

There is also a host of desk dictionaries, such as G. & C. Merriam's *Seventh New Collegiate*, Random House's *American College Dictionary* and the college edition of their *Dictionary of the English Language*, the Thorndike-Barnhart *Comprehensive Desk Dictionary*, and *Webster's New World Dictionary, Second Edition*. All are excellent buys and one or two should always be within easy reach.

The most recent of the desk dictionaries—*The American Heritage Dictionary*—merits special comment because it repudiates what has come to be the basic principle of dictionary making: It is designed to protect the English language rather than to report on it.

In most respects it is a good desk dictionary. It has about the same number of entries as the other desk dictionaries. Its range of meanings is adequate for its level.

But its chief distinction—the one most touted—is that it offers "that sensible guidance toward grace and precision which intelligent people seek in a dictionary." This was accomplished by submitting "dubious or controversial locutions" to a panel of outstanding speakers and writers, whose names are listed in the book's prefatory material. There are 104 of them—as against MW3's 14,000, with the added difference that AHD's authorities stated what *should* be done, whereas MW3's citations show what *is* done—a significant difference.

The value of the panel's pronouncements may be illustrated by their treatment of *gift*, used as a transitive verb (as seen in "The Lord gifted him above his brethren"). *The American Heritage Dictionary* informs us that this, a "recent" use of the word, was voted "unacceptable" by 94 percent of the panel, and a publicity release supplies us with a few names and specific opinions.

Sidney Harris characterized *gift* as a transitive verb with the one word "Ghastly!" Walter W. (Red) Smith apparently fell back on the assumption that verbs are verbs and nouns are nouns and never the twain should meet—despite some 50,000 or more instances to the contrary in our speech. William Zinsser dismissed it with lofty scorn in a sentence ("I never saw it and I never want to."), which reveals that he has never consulted the OED and has never read the English ballads, Fielding's *Tom Jones*, or the works of Mrs. Browning. And, what's more, seems proud of it. That, of course, is his privilege, but it is a puzzling qualification for being selected as an expert in English usage. *Gift* as a verb has been in common use for at least 400 years and is listed as standard in every major dictionary.

The 104 members of the panel are certainly men and women of distinction. But less than a score of them could be regarded as creative writers—who are likely to be familiar with current idiom—and less than half that many are trained linguists. Most of them are editors, commentators, critics, librarians, and government officials—men and women, that is, who by profession tend to have strong opinions. Their average age is 64.

But even so, even with this very small and relatively homogenous group, we are told (p. xxiv) that out of the 600 questions submitted to them the panel members were in complete agreement on only one! Their decisions are presented in percentages. But the reader is not told who's who in these percentages. He has no way of identifying the informed statements of the linguists—who, one assumes, must have been acutely embarrassed by the rodomontade of some of their colleagues. Not that it matters. Here, as everywhere, usage is determined by the practice of the majority. But the reader has a right to ask that the group consulted be as large and as representative as possible. □

♦ *Next month,* Today's Education *will present the case for those who feel that an important function of a dictionary is, indeed, to provide "sensible guidance toward grace and precision."*

—The Editors

WHAT IS YOUR BLACK CULTURE QUOTIENT?

Taking this test should give you some idea of how much or little you know about Afro-American history and culture.

1. According to recent national surveys, the designation acceptable to the majority of people of African ancestry in America is:
   a. Black
   b. Afro-American
   c. Negro
   d. Afram
   e. Colored
2. The *currently* accepted symbol of status in the black community is ownership of:
   a. A Honda
   b. An English racer
   c. A "Hog"
   d. A Deuce-and-a-Quarter
3. *Soul on Ice* is about the life of:
   a. "Rap" Brown
   b. Stokely Carmichael
   c. Malcolm X
   d. Eldridge Cleaver
   e. Martin Luther King, Jr.
4. A soul-food dinner would most likely include all but one of the following:
   a. Collard greens
   b. Candied sweet potatoes
   c. Corn bread
   d. Chitterlings
   e. Green peas and carrots
5. The term "the man" has frequently been used by black people to refer to:
   a. Any member of the white establishment
   b. Local authority
   c. Any white man
   d. The police
   e. All the above
6. Negroes fought in which of the following wars:
   a. The French and Indian War
   b. The American Revolutionary War
   c. The Civil War
   d. The War of 1812
   e. All of these
   f. None of these
7. The man who by his pronouncements and influence on education and race relations provoked much controversy among black people in the United States during the late nineteenth century was:
   a. Ralph Bunche
   b. Booker T. Washington
   c. Benjamin Banneker
   d. George Washington Carver
8. "Playing the dozens" involves:
   a. Shooting marbles
   b. Throwing dice
   c. Exchanging nasty remarks with referrals to maternal parentage
   d. Harassing the police
9. The people of African ancestry who were brought to America in 1619 served as:
   a. Workers with the Spanish explorers
   b. Indentured servants
   c. Slaves
   d. Traders
10. Translate the following paragraph: Man, I just seen Joe, talk about rigid. Somebody eased into his crib and swung with his vee, all his vines, his sides, even snatched some old roaches he was saving for hard times.

Answers—1. (b) 2. (d-means a 225 Buick) 3. (d) 4. (e) 5. (e) 6. (e) 7. (b) 8. (c) 9. (b) 10. Man, I just saw Joseph, and he was angry! Somebody broke into his apartment and stole his television, all his clothes, his records, and even some old marijuana butts he was saving for hard times.

CREATIVE

the vacuum is a myth

□ **"What will it be like, that first September of my** retirement, knowing that all my world is back at school and I am not?" worries a soon-to-be-retired teacher writing in the 1969 Teachers' Writing Competition. She would come up with a reassuring answer if she could study all the entries in the TODAY'S EDUCATION—Reader's Digest Foundation-sponsored Competition, for which the theme was "Creative Retirement." They indicate that retired teachers are nostalgic about their teaching years, to be sure, but by and large they are loving the retired life and living it to the hilt. Those who are planning for the future while still in the classroom see almost unlimited possibilities for making the postschool years richly rewarding.

The contest entries make up a veritable treasury of suggestions on ways to make retirement a satisfying and fulfilling chapter. Let's browse through them and take a sampling.

For most, retirement means the end of rigid Monday to Friday schedules and the end of years divided into summer and the rest of the year. "Bells no longer push me around," boasts one contented retired teacher. "The telephone tinkles gently; if I don't hear it, I don't worry. The alarm clock never rings." To remind himself of this blissful state of affairs, the writer uses a muted hand bell as a paperweight.

"You can take off-season vacations when you get bargain rates and don't have to fight crowds," another

RETIREMENT...

retiree writes, and a still-active teacher, looking ahead, confesses that "escaping the stricture of the schedule will be like slipping out of a tight girdle."

Nobody laments the lack of bells and schedules, but this doesn't imply any advocacy of haphazard living in which one idle, empty day aimlessly follows another. If the contest entries are representative of the thinking of teachers in general, that kind of living doesn't come naturally to a person who has spent years in a teaching career. As one writer expresses it, "After years of being on schedule, one just doesn't suddenly turn into a relaxed person who can enjoy long stretches of lolling beside the pool or shelling along the beach."

The experience of many a retired teacher has been that he wouldn't have had the opportunity to become a swimming pool loller or a beachcomber even if he had wanted to. According to one, "If you're not on your guard, you'll find yourself talked into taking on a 60-hour week of odd jobs. 'Come on, old boy,' your friends will say, 'you have nothing else to do, and this will help to fill the vacuum.' You have to convince them that the vacuum is a myth."

It's not that the just-quoted writer and the others who complain about the pressures put on them by well-meaning but misunderstanding friends don't want to be contributing citizens. As we shall see, they do contribute, and generously. They do not claim the right to be idle, but believe that retirement brings with it the privilege for an individual to choose how he will use his time. "All my life," one woman writes, "I have found the world full of a number of wonderful things —things I've wanted to do or study about for which there never was enough time. Maybe, just maybe, my retirement years will let me have that time." A teacher whose retirement is near says, "I have been programed and planned for 38 years, and now I want to use my energy and creative talents to re-create me, at my own pace."

Essays in the contest tell of widely differing approaches to successful retirement. Some plans call for changing everything from residence to life style. As an administrator who moved from city to country when he retired and devoted his time to research and writing instead of to dealing with people describes it: "It was more than choosing a fork in the road. I really made a U-turn, a complete about-face."

A teacher born in Italy made such an about-face when, after years of teaching Italian in this country, she returned to Italy and became a tour bus guide. Not only is she a highly knowledgeable guide, but she has a knack with recalcitrant zippers on flight bags.

A male history teacher plans a similar switch "from the static four-walled classroom to the classroom of the world." He believes that a teaching background is better preparation for becoming a tour guide than is a lot of aimless travel. As he puts it: "Travel has perhaps more need for better teachers than the public school does. Too many people travel too far in too little time and see too much too poorly. Jetting from hotel to hotel, tramping from art gallery to art gallery, and doing one's laundry in hotel basins from Lucerne to Leningrad hardly qualifies a man to know the world well enough to open it wide to others."

For some teachers, retirement means devoting as much time to an avocation as they formerly did to the vocation, and sometimes—just sometimes—making as much money at it.

Genealogy is one of the hobbies that often becomes a full-time occupation. For some, this means gathering data for a family tree. For others, it may involve researching life stories of particular family members, and perhaps making them and the time when they lived come alive again in a book.

To avid collectors—of stamps, coins, rocks, books, dolls, or whatever—retirement can mean days filled with studying, sorting, trading, and discussing. Some collectors operate with an eye to the market, and as one such collector points out, "Speculation is nice seasoning if you can afford it."

Camera bugs welcome the time retirement allows them to devote to photography. A retired science teacher photographs microscopic parts of botanical specimens for school use. A high school teacher plans to take pictures to illustrate the children's books his wife is writing; another will use pictures he snaps while traveling through the national parks to illustrate conservation lectures. To many, almost everything they see is a picture waiting to be taken. "When I knock at the Pearly Gates," writes one, "I hope that St. Peter decides to let me in and that he will give me a camera instead of a harp."

People with green thumbs find tremendous satisfaction in growing things. Some raise evergreens—a Christmas tree farm is the ambitious project of one couple—others cultivate orchids. Another couple supplies their town hospital with flowers from their garden, year-round.

To other teachers, it seems that retirement is the time to develop talent in one of the arts. Some take courses and workshops in writing, painting, or music.

Some take private lessons. Others go it on their own.

A number of retirement plans are based on writing. Some retired teachers have written regional histories. Many are regular contributors to their local press and some write for magazines. At least one teacher, who already writes material to sell to trade magazines, plans to base a second career on this. He is frank to admit that what he writes isn't art, but he enjoys doing it and it is remunerative.

The contest essays indicate that for every teacher who makes an about-face into a new kind of work upon retirement, there are two who give added weight to the old saying, "Once a teacher, always a teacher." They simply can't seem to stop teaching. Consider what happened to a former second grade teacher who retired to a home for senior citizens 15 years ago. Before she had been in residence in the home for three months, she found herself serving as volunteer manager of the home's hobby shop, using the techniques and knowledge acquired during her salaried years to teach art and handicrafts to her fellow retirees. After five years, during which time the hobby shop grew into a sort of cottage industry, manufacturing and selling art objects and handicrafts, the administrators of a new establishment for senior citizens invited her to move there and take over their hobby shop. She went, at a salary.

It is amusing to contemplate what might transpire if the hobby-shop lady were to encounter the man whose retirement plans eschew retirement communities—"those concentration camps for unwanted old folks who have saved a little money and who have chosen to isolate themselves in a noncompetitive dream world."

A large number of retired teachers do some substitute teaching. They enjoy being able to keep in touch with children, and the teachers for whom they substitute rejoice in having people take over their classes and really teach them, rather than just baby-sit.

Tutoring or teaching special subjects to small groups gives other retired teachers the opportunity to continue the work they love and to maintain their contact with youth. Some coach for college board exams; some work with potential dropouts; others, with the Job Corps—a 70-year-old reports that he teaches six Job Corps classes a day. A teacher whose salary is crucial now while her children are in school is looking forward to the day when she can teach as a Peace Corps volunteer.

An outdoor education teacher hopes to help the cause of conservation by taking small groups of children on nature walks. A retired teacher of Spanish teaches English to children from Spanish-speaking homes and hopes soon to conduct a class in Spanish for policemen whose beat is the Spanish-speaking section of the city. Teaching and counseling in jail or workhouse is the choice of others.

These retired teachers who keep right on working with young people are the ones who don't recognize any generation gap. "I am not conscious of a generation gap," writes one. "I merely see young people today fighting for ideas and rights I was too timid to fight for in my youth." Another relates with delight how her young grandson asked his mother if he could have a friend to spend the night. When she asked which friend he wanted, he replied, "Grandma."

A number of people, though frankly weary of day-in, day-out teaching in school, are not weary of children or of helping them to learn. Among these is the teacher of English who wants to spend her retirement traveling and writing children's books.

"Children deserve to have good travel books, but have you ever tried to find them in the library?" she writes. Her plan is to travel to some spot rich in history or legend—Stonehenge will be her first destination—research it, and then write the story from the viewpoint of a boy who might have watched as it was built—write it so appealingly that if she leaves any gaps, child readers will want to fill them in for themselves. When her travels do not take her so far afield, she hopes to gather material that will stimulate children's interest in conservation. Another project of hers is to write children's songs about the great rivers of our country.

Two teachers who live in different parts of the country propose to use doll collections to help children learn. Each hopes to set up a doll museum where suitably costumed dolls will illustrate the cultural history of the country. They both expect to give their own time to guiding children through the museums.

There are other examples by the dozen. A retired speech teacher makes recordings for blind children. A man who has won profession-wide recognition of his work with retarded children and of the educational materials he has developed for them began his work with the retarded after he had retired as a physical education teacher.

A retired kindergarten teacher has organized and now directs a cooperative nursery school, providing the professional know-how that the cooperating mothers lack. An audiovisual specialist plans to start a TV Sunday School. She hopes to learn to play the guitar so that all the sound effects will not have to be canned. A veteran first grade teacher reads stories to small groups of children in the town library and to a larger audience of Saturday morning radio listeners.

Teachers are used to giving service, so it is not surprising that public service has a prominent place in many retirement plans. The essays tell of public service ranging from organizing a worldwide foundation for peace to driving handicapped people to their therapy. Retired teachers serve on school boards and as university trustees. They read to the blind, transcribe into Braille for them, and take them on shopping trips. A number of them, like Joy Elmer Morgan, former JOURNAL editor and founder of Senior Citizens of America, whom the Competition honored, are using their time and talent to help their fellow retirees lead fuller lives.

The contestants have convinced us at TODAY'S EDUCATION. When the time comes, we, too, will "learn to relish the toast and tea of maturity." Retirement can really be great. □

Student Writing That Sells

WILNA SWEARINGEN, *business education teacher, North Adams Local High School, Seaman, Ohio.*

□ **"Creative writing class has been** interesting and challenging this year, because submitting our articles and poems and stories to magazines has motivated us to do our very best, and getting them occasionally accepted has given us a sweet taste of success. Some of the things we have written would have seemed impossible for us before. I can truthfully say that we all have really enjoyed learning to write."

That was a high school junior's evaluation of a creative writing course. My own personal evaluation is that teaching this course was such a rewarding experience for me, the teacher, that I would urge other teachers to give it a try.

A student preparing an assignment that he will later submit to some editor has a real reason to spell correctly, to use correct grammar, to use the felicitous word. He wants everything just right because he wants an editor's approval.

Creative writing is a motivational force for gaining new knowledge. In such a course, students often research a subject in order to gather material for a story or an article. One girl did outstanding research in preparation for writing an article, "How the Presidents Met Their Wives." Needless to say, she learned a great deal of history in the process. Another did research on "Archaeological Finds That Confirm the Bible" and had her piece accepted by her church denominational paper. In fact, she had several acceptances by the editor of that paper during her senior year in school. The student who especially enjoys creating puzzles is on the alert for bits of information around which to build a challenging puzzle for the school paper or for sale to a youth paper elsewhere.

One day in class I asked the students to write a paragraph entitled, "Happiness Is ————." A senior turned in a well-thought-out title and manuscript entitled "Happiness Is Believing, Trusting, Loving." She later had the thrill of its acceptance by a publication and a subsequent request to reprint the article. Her father took her printed article to the factory where he worked and pinned it to the bulletin board. What a thrill for a girl who is not a star student and who had not previously received much recognition! This was just the motivation she needed for the rest of the year.

Creative writing takes many forms, depending on the interest and the ability of each student. One year every student in my creative writing class had one or more poems accepted and published. All submitted essays and verse to national anthologies. Some sold articles to youth publications. One article entitled "Reasons for Smoking: To Feel Big and Tough" sold on the first time out. The author had based her article on interviews with approximately twenty-five high school students on what caused them to begin smoking. That year too, every student contributed to a school column in a weekly local newspaper, and they were all members of the staff of both the school paper and the yearbook.

At the end of the school year, this group published a mimeographed literary book. Each selected enough of his favorite creations for six pages, cut his own stencils, and did his own mimeographing. A professional printer made covers for the booklet. A copy was put in both the school library and in the public library, and the students gave copies to relatives and friends.

During the course of the school year, every student received several acceptances, and a number of them received checks. Having their manuscripts accepted and published gave my students a thrill equal to that felt by a football hero or the captain of the majorettes. On the days of glad tidings the air in the classroom was charged with an indefinable power that I could feel like an electric shock. Each time some student waved a check in front of the class, class members would begin searching through their folders and asking where they could send this or that manuscript. Then they would revise material to meet the needs of that particular editor and type it as neatly as possible.

Although I am listed as a business teacher, I have certification in English also; and this assignment to teach creative writing came in a high school with fewer than 125 students in the upper four grades. Because of its small enrollment, the school has since been consolidated into a larger school district.

Were my students the cream of the crop? I had some fine students, to be sure; but I also had some who had a sprinkling of F's in other subjects on their report cards. The only requirement to enroll was that the student already be able to type or be enrolled in Typing I, because he had to prepare his own materials for submission to editors.

Creative writing, motivated by the possibility of publication, seemed to be a power that changed school days from hours of tedium to hours of thought and challenge and success. I might add that during the few years I taught the course, there was not a single school dropout from among the creative writing students. □

A TEACHER AIDE AND CHILD CARE PROGRAM

Under cooperating teachers, 73 high school juniors and seniors worked with children in Waterford Township last year.

DOROTHY JOAN GARRISON, *director, Teacher Aide and Child Care Program, Waterford Township High School, Pontiac, Michigan.*

□ **In the fall of 1965, Waterford Township High School** initiated its Teacher Aide and Child Care Program (TACC), a program designed to provide an intensive work experience for young adults interested in careers in teaching or in other, less formal work with children. Fourteen high school seniors made up the original group; 73 juniors and seniors participated in the program in the 1968-69 school year.

Students may enroll in the TACC Program and earn credit for a single semester or a full year. They are assigned to a cooperating teacher, usually in an elementary school (sometimes in a nursery school, junior high, or special services area) to work with children under the direction and guidance of the cooperating teacher. Their individualized programs are arranged through personal conferences and group seminars conducted by the TACC program director. The director also works with the cooperating teachers on a consultive basis.

The program is structured so that the high school students, while contributing to worthwhile learning experiences of younger children, receive valuable experience as well as vocational insights into both professional and paraprofessional occupations. The program is not designed to prepare students to be teachers but to give them an opportunity to explore, discover, and evaluate their own aspirations and potential. The activities in which they participate vary, depending on the situation in which they are working and on their individual interests, abilities, maturity, and initiative.

The program has five general objectives:

1. To develop in enrollees a greater understanding of younger children through practical experience, systematic study, and seminar-type experiences

2. To create in them an appreciation and realistic understanding of teaching and related occupations that entail daily involvement with children

3. To provide an opportunity for the participant to analyze his vocational performance as it relates to his interest and potential for working with children

4. To make high school students aware of the intrinsic rewards of working with children before they choose occupational goals

5. To broaden the scope of an elementary school's program by allowing high school students to participate in service-centered activities that provide much-needed help to teachers, children, and community.

Enrollees spend at least 75 hours per semester working in the program. For a minimum of four hours a week, they help in the classroom. At weekly seminars, they are able to share classroom experiences with each other, ask questions, and analyze their own performance. They also have a chance to discuss and study such pertinent topics as child growth and development, mental hygiene, interpersonal relationships, teacher education, and special education.

Through participants' total experience in the program, they become aware of the significance of children's attitudes and feelings and of the importance of the pupil-teacher relationship as well as of the impact of their own feelings on what they are doing.

Many students go on from the program to prepare to be teachers (24 who graduated in June 1968 are now in college preparing to teach). Some decide that school-related occupations are not for them; others seek employment as full-time teacher aides, as workers in nursery schools or other day-care centers, or in fields involving other kinds of work with children. Though the program is definitely occupation-oriented, some enroll only because they want to be better prepared for the important task of rearing their own children, and they find satisfaction in their involvement.

We at Waterford Township High who have worked with the Teacher Aide and Child Care Program believe that programs of its kind promise to play a significant role in the future educational scene. □

For further information about this program, contact Mrs. Garrison or Gene Megiveron, coordinator of secondary schools, Waterford Township Schools, Pontiac Lake Road, Pontiac, Michigan 48054. A handbook covering each area of the program is available at $1 a copy.

SPECIAL FEATURE ON PROFESSIONAL NEGOTIATION

ne of the measures of a local association's effectiveness is the extent to which it can affect decision making in the school system. Professional negotiation is the most effective tool available for bringing about bilateral decision making.

Properly carried out, negotiation can result in significant improvement in employment conditions for teachers and in instructional programs of school districts. Because the impact of negotiation is so vital, it is important that the process be conducted competently.

To help NEA affiliates understand and develop negotiating skills, TODAY'S EDUCATION is presenting a special three-article feature on continuing negotiation —the third in a series of multipage features on PN which the JOURNAL has published.

The first article addresses itself to the manner in which the attitudes of participants in the negotiation process affect the negotiated agreement itself. It emphasizes, with some real-life situations, how personal relationships are changed during negotiation. Its author is an attorney who has had wide and varied experience in assisting local associations in negotiating agreements.

The second demonstrates how the day-to-day implementation of policies or contract terms and the resolution of grievances are the true measures of success or failure of negotiated agreements. The very survival of the local association may depend upon its processing grievances effectively. The author is a skilled negotiation specialist.

The third article focuses on the organization of a local association so that it can police an agreement for the maximum benefit of the teachers. Its authors are two men who have had practical experience in administering a contract of a large local association.

These articles are in line with the NEA's Continuing Resolution 33 (Professional Negotiation and Grievance Procedures), which states:

"The National Education Association believes that local associations and school boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and school boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of mutual concern, including a provision for financial responsibility.

"The Association encourages local affiliates to see that teachers are guaranteed a voice in the establishment of instructional policies. Procedures for the resolution of impasse must be included. Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of school board policies and agreements. Binding arbitration shall be a part of the grievance procedure.

"Those representing local affiliates in the negotiation process shall be granted released time without loss of pay.

"Faculty and building level administrators, in order to preserve professional relationships within school staffs, should not be negotiators for school boards. The Association recommends establishment of personnel offices at the central administrative levels to represent school boards in negotiation.

"The Association urges the extension of the rights of professional negotiation to the faculties of institutions of higher education.

"The Association urges its members and affiliates to seek state legislation that clearly and firmly mandates the adoption of professional negotiation agreements.

"The Board of Directors shall establish a Professional Negotiation Committee immediately to facilitate the achievement of professional negotiation agreements and to maintain an efficient communication system on professional negotiation between the Association and its affiliates.

"The rights and privileges of all teachers should always be respected regardless of what organization has sole negotiation rights." □

ACHIEVING A MEETING OF MINDS

RICHARD PERRY

The emergence of collective negotiations in the past few years has been one of the most dramatic developments in the field of education. Too often it is viewed with alarm by those who note the increased numbers of strikes throughout the nation. On the other hand, teacher-school board negotiations are accomplishing fundamental educational reforms. In this period of soaring tax rates, for example, the collective voice of the teachers will prevent tight budgets from dictating increased class sizes. Through collective negotiations, teachers will insist on the increased use of lay aides. The kinds of salary improvements that are wiping out teacher shortages in city after city will continue.

In the long run, the educational climate will continue to improve precisely because teachers are going to insist upon it in collective negotiations. Many school districts have already accepted this concept. Others suspiciously view negotiations as a mystical ritual. Although the form of negotiations varies widely from state to state, there are some common characteristics. Discussing these characteristics in the light of some recent successes and failures may reduce the aura of mystery that surrounds collective negotiations.

Basically, collective negotiation means that a negotiating committee, selected by the teachers, meets as an equal with the board or its representatives and discusses point by point, in mutual good faith, the problems and professional goals of the teachers as educators and employees. If agreement is reached, it is set forth in a written master contract that applies to all teachers in the district.

Mr. Perry is a partner in the law firm of Hayes, Peck, Perry, & Gerlach, Milwaukee; legal counsel for many of the teacher associations in the Milwaukee area; and former professor of labor education, University of Wisconsin.

If the parties do not reach agreement, they are at impasse. At some point, one side or the other will have to modify its position. Either the teachers will capitulate or a work stoppage may ensue or, through rational discussion, a mutually satisfactory resolution will be reached. When negotiations are approached with a good deal of frankness and common sense on both sides, their potential value to education will be realized. The following examples illustrate ways of changing attitudes in the bargaining process and of moving the parties from impasse to resolution.

Those at the negotiating table must have the authority to make decisions based upon the discussions as they develop. Failure to possess this authority can have disastrous results. In one case that arose some months ago, after a full school year of negotiations, the negotiators met through a long holiday weekend and with the help of an impartial mediator reached agreement on an entire master contract. Shortly thereafter, the teachers ratified the agreement, even though they were not completely satisfied with it. The school board, however, rejected the agreement of its own negotiators on 26 different issues!

In retrospect, it appears that the board's negotiators were modifying positions at the bargaining table, but without having been given meaningful decision-making authority by those board members who were not participating in negotiations. As a result, the teachers' representatives were not communicating with those really making the final decisions for the board. For several months this intolerable situation continued. Only after a complete work stoppage, did the board involve itself in negotiations. By then it was too late. Working out the details of the agreement so that the schools could resume operations took several days.

A slightly different but equally serious problem occurs where the board or association gives the negotiators the power to reach agreement but narrowly prescribes the available alternatives before the session. The negotiators are then deprived of the flexibility to respond to new developments in negotiations. This seems to occur frequently when an outside consultant is used as a negotiator.

In either of the above situations, attitudes are changing, yet negotiations bog down. This is because those present and benefiting from the negotiations have not been given the authority to make decisions based on the good faith discussions. Those who will make the final decisions have simply not participated in the process. *To correct the problem, it is necessary either to delegate authority to negotiators or to involve the final decision-makers in actual negotiations.*

Negotiations must be conducted with an attitude of serious inquiry. Negotiators must constantly strive to understand the objections and fears that the other side has about given proposals. Failure to work at this probably prolongs more disagreements than does inability to affirmatively set forth the reasons for the proposal.

In a case that arose during the past summer, a school board adamantly refused to agree to binding arbitration of contract violations. Neither mediation nor fact-finding resolved the issue. After four months of impasse on that single item, it suddenly became apparent that the board members honestly did not understand the nature of arbitration. They had a sincere but totally unfounded belief that arbitration meant that some outsider could be called in by the teachers to change the existing agreement over the objection of the board.

Had the teachers spent more time trying to discover the board's objections, they might well have realized much sooner that the board's violent opposition was to something the teachers had never proposed. Incidentally, when the nature of grievance arbitration was finally explained to the board, its fears dissolved and a contract, including a provision calling for binding arbitration, was executed.

There are many examples of this kind of misunderstanding. Teachers demand protection against arbitrary and unfair reassignment. The board interprets this proposal to mean that a teacher must remain at a school even if there are no students for him to teach. Rather than increasing the gap between the parties through inflammatory rhetoric about "tying the hands of the administration," the parties must seriously inquire into the legitimate needs of both sides. Following this kind of analysis, it is certain that good faith discussions can lead both sides to modify their positions realistically. Contract language can then be arrived at that gives the administration the flexibility to meet the changing demands of the system while protecting teachers against arbitrary transfer.

These are but a few of the issues that lead to intransigent attitudes because the parties have not fully explored the objections to a proposal. Very often such inquiry will disclose that there is actually no real conflict between the goals of the teachers and of the administration.

Because, in this type of impasse, the parties are often expressing themselves in very imprecise terms, it may take a great deal of patience and even endurance to discover the elusive common ground for agreement. There are no short cuts and no ways to avoid putting in the necessary time. One experienced negotiations counselor disregards such terms as the "games theory of negotiations" and relies heavily instead on the "seat-of-the-pants" theory. This latter theory, which has been the subject of many learned articles and statistical surveys, indicates that negotiators who are painstaking about working out each disputed point can capitalize on the desire of the other side to get the session over with in a hurry.

Personality conflicts can lessen the chances of changing attitudes. Impasse situations are frequently accompanied by sharp clashes of personality. It is unimportant whether an arrogant personality caused the impasse or whether prolonged disagreement resulted in frayed tempers among otherwise rational participants. Hostility, regardless of the cause, will make rational discussion almost impossible.

It is of utmost importance that both negotiating teams consciously strive to eliminate personal factors from their decision-making process. Granted, this is not always easy. Yet it is a practice that clearly distinguishes the professional advocate from the rank amateur.

In a situation that occurred early last fall, certain members of a school board took offense at one of the more forceful association negotiators. The board rejected any proposals presented by that teacher, while being generally sympathetic with those presented by other members of the team. Unfortunately, the board was unable to separate the proposal from the personality of the proponent. It did not realize that this teacher was merely presenting a proposal that had the strong support of all the district teachers.

The impasse worsened until the parties found a way to eliminate the personality factor. They agreed to an impartial mediator's recommendation that a closed session be held with a single spokesman for each side, accompanied by his attorney. Needless to say, those with the personality clash were not present. After about seven hours of low-key discussion, the spokesmen reached a settlement that ended a week-long work stoppage and fully implemented the proposal.

No short discussion of impasse resolution can do justice to the many complexities and challenges of the negotiation process. Negotiators for both sides should keep in mind that this procedure holds great promise for educators and education. It is, however, a very delicate enterprise that, like raising a family, must be handled with great patience and common sense. Let us hope that some of the experiences discussed herein may assist other associations in facilitating negotiations. □

THE REAL HEART OF A NEGOTI

KENNETH L. LAW

As local associations throughout the country execute more and more sophisticated master agreements with their school boards, the existence of a sophisticated grievance procedure and vigilant use of it become increasingly important. Without such a procedure to insure contract implementation and an adequate method for teachers to pursue grievances, there is serious danger that the intent of the contract can be subverted and that unilateral decisions may still be made with impunity. It is fair to say that the grievance procedure is the real heart of a negotiated agreement.

Basically this procedure is a written and orderly method available to all staff members who are members of a negotiating unit for pursuit of redress from any alleged grievance. In general, most adopted grievance procedures have three or four steps and culminate in binding arbitration that is available to the aggrieved if he is not satisfied with the disposition of his grievance at any of the lower levels.

NEA believes, as should each local association, that the adoption of a grievance procedure is not only an absolute necessity from the organization's point of view, but a most valuable asset to the smooth functioning of a school system and to the improvement of morale. No matter how hard two interacting parties attempt, in good faith, to avoid disagreements, differences of opinion will arise from time to time. An orderly and peaceful method of resolving these differences is infinitely preferable to frustrated acquiescence, disruptive concerted action, or expensive legal action. Teachers who are constantly complaining have a channel for achieving satisfaction if their complaints have merit, while the school administrators can see their decisions upheld if they are sound, legal, and without personal prejudice.

A grievance exists when an employee or the local association claims that there has been a violation, misapplication, or misinterpretation of the master contract or of any existing rule, policy, or practice of the school system. As a grievant proceeds through the channels, his claim may or may not be sustained; but if he feels aggrieved, then a grievance exists and must be processed.

A good grievance procedure must include a clear and broad definition (the broader, the better) of what constitutes a grievance. The procedure must be simple and easily understood. It should state clearly all time limits and indicate whether days are calendar days or school days. It should encourage resolution at the lowest and most informal level. It must assure absolute freedom from coercion, intimidation, or reprisal. It must give the grievant a clear right to the assistance and support of the association. The procedure's final step must be arbitration by a neutral third party, limited only by law.

Even if the local association has not reached a point where it is negotiating formally over a comprehensive master contract, it should be pursuing the adoption of a grievance procedure as part of whatever discussions it has with the school board. Such a procedure is especially important when no formal contract exists, since the existing policies are even more subject to differing interpretation and application.

Unfortunately, in many localities, successful negotiation of grievance procedures is sometimes quite difficult. Boards and school administrators raise various objections, probably the most prevalent of which

Mr. Law is negotiation specialist for Mid-Atlantic Regional Office, NEA Division of Field Services.

TED AGREEMENT

is often unstated—that is, that a grievance procedure is a threat to the established way of doing things and to the ability to make unilateral decisions. It is the job of the local association, therefore, to convert would-be opponents into supporters.

When starting from scratch, the most beneficial approach is first to convince the board of the need for a grievance procedure and then to negotiate the details. A local association, in order to convince both its members and the school board or administration that a grievance procedure is desirable, might offer the following as possible purposes: (a) reduction of personal hostility, (b) improvement of personnel management and supervisory decisions, (c) elimination of slow-burning resentments and teachers' lounge gripes, (d) identification of inadequate policies and contract terms, (e) increased confidence in the sincerity of the system, (f) increased security, feeling of well-being and, consequently, productivity, and (g) resolution of problems through an orderly procedure rather than through resort to militant or concerted actions.

Attempts by the board to limit the definition of a grievance is a frequent problem. From the board's point of view, the narrower the definition, the greater the opportunity for unilateral exercise of management discretion. The local association must resist such limitation, because a too narrow definition will inevitably reduce other gains achieved. In addition, it is a must that we have an open problem-solving process that submits management decisions to the rule of reason.

A second difficulty is likely to relate to the time limits in any procedure. The board or the administration may profess an inability to adhere to the time limits that we propose. Some extension may be tolerable, but it is the association's job to convince the board that personnel management is among the most important functions of an administrator and that prompt resolution of problems is essential. Promptness is also important to the teachers, since inordinate delays will militate against regular use of the grievance procedure, even though legitimate grievances may exist.

The board's representatives may propose an excessive number of steps. Such a proposal relates to a desire to preserve the sanctity of the administrative chain of command. If the association accepts this, the result will be a grievance that passes from administrator to administrator without likelihood of any reversal of the initial decision. In addition, the inclusion of these extra steps will make the whole procedure so time-consuming as to virtually negate it.

After the initial decision, two levels of administrative review are the tolerable limit. If the grievant is not satisfied, any grievance should be taken to arbitration—certainly after the second review but, ideally, after the first one.

The most important stumbling block the association will meet relates to the request for binding arbitration. The board will probably resist on the grounds that submitting grievances to binding arbitration is an illegal delegation of their statutory authority. In almost all cases, such a contention is untrue and the association should not accept it without first obtaining advice from the state association or the NEA.

An arbitrator *does not* make policy. As a matter of fact, most grievance procedures specifically state that the arbitrator is without power to alter the terms of the agreement. Rather, his role is to determine whether or not the board's representatives have properly implemented agreed-upon policies. Since implementation is an administrative function, arbitration is a final and binding administrative review made by a neutral third party.

In the absence of arbitration, the association may confront unsatisfactory and unilateral determinations as to the meanings and applications of a bilaterally negotiated policy. Thus, binding arbitration is almost indispensable if the terms and conditions of the negotiated agreement are to have real meaning. The local association should be extremely firm on this item and should constantly reiterate that binding arbitration is the keystone of the grievance procedure and of the negotiation relationship between the association and the school board. The board's willingness to accept binding arbitration of grievances is a direct measure of its good faith intentions to honor negotiated commitments.

Since the local association's very survival as an effective member advocate may depend upon the effectiveness of the grievance functions, it must familiarize itself with all facets of grievance processing. Some basic grievance rules include the following:

- Encourage, don't discourage, the initiation of valid grievances.
- Become completely familiar with the master contract, the existing policies, and the grievance procedure.
- Train competent grievance representatives for each school so that maximum effort can be exerted at

the informal level of the procedure. They may or may not be the association's regular faculty representative in the building, depending upon local circumstances.

• Develop a standard grievance form for reporting all formal grievances.

• Maintain an accurate record, including disposition, of each grievance filed.

• Follow a philosophy of professional responsibility, but do not attempt to judge the merits of a grievance as it is being processed. Primarily, the local association is an advocate for its members and should allow any or all of them full access to the procedure when they feel aggrieved. The association should exercise control only at the point where the grievance is to be submitted to binding arbitration.

• Finally, remember that processing or filing grievances is in no way unprofessional. It is a legitimate, fair, and often-neglected method for adequate resolution of differences that may arise from time to time. NEA's Commission on Professional Rights and Responsibilities and its Field Services Division provide specialized assistance in grievance processing as do most state associations. We urge locals to seek their help in fulfilling this most important function. □

A MODEL FOUR-STAGE GRIEVANCE

ROY VAN DELINDER, JR.
AND
ROBERT H. ST. GERMAIN

The contract has been signed, and the members of the local association have hailed it as a new milestone in professional improvement. But after the rhetoric has faded away and the teachers begin to use the new agreement, the "tests of time" will be applied—through the grievance procedure, the essential tool in contractual enforcement.

During the life of the contract, the key to how well the local association will be regarded as a negotiation representative will depend upon its active and effective use of the grievance procedure. The procedure must be a good one if the contract is to be enforceable. The following is a model, four-stage grievance procedure developed by the New York State Teachers Association.

Stage 1: Supervisor

A. A teacher having a grievance will discuss it with his supervisor, either directly or through a representative, with the objective of resolving the matter informally. The supervisor will confer with all parties in interest but, in arriving at his decision, will not consider any material or statements offered by or on behalf of any such party in interest with whom consultation has been had without the aggrieved party or his representative present. If the teacher submits the grievance through a representative, the teacher may be present during the discussion of the grievance.

B. If the grievance is not resolved informally, it shall be reduced to writing and presented to the supervisor. Within two (2) school days after the written grievance is presented to him, the supervisor shall, without any

Mr. VanDelinder is vice-principal of Jefferson High School, Rochester; and Mr. St. Germain is executive director, Rochester Teachers Association.

PROCEDURE

further consultation with the aggrieved party or any party in interest, render a decision thereon, in writing, and present it to the teacher, his representative, and the Association.

Stage 2: Chief Executive Officer

A. If the teacher initiating the grievance is not satisfied with the written decision at the conclusion of Stage 1 and wishes to proceed further under this grievance procedure, the teacher shall, within five (5) school days, present the grievance to the Association's Grievance Committee for its consideration.

B. If the Grievance Committee determines that the teacher has a meritorious grievance, then it will file a written appeal of the decision at Stage 1 with the Chief Executive Officer within twenty (20) school days after the teacher has received such written decision. Copies of the written decision at Stage 1 shall be submitted with the appeal.

C. Within two (2) school days after receipt of the appeal, the Chief Executive Officer, or his duly authorized representative, shall hold a hearing with the teacher and the Grievance Committee or its representative and all other parties in interest.

D. The Chief Executive Officer shall render a decision in writing to the teacher, the Grievance Committee, and its representative within five (5) school days after the conclusion of the hearing.

Stage 3: Board of Education

A. If the teacher and the Association are not satisfied with the decision at Stage 2, the Grievance Committee will file an appeal in writing with the Board of Education within fifteen (15) school days after receiving the decision at Stage 2. The official grievance record maintained by the Chief Executive shall be available for the use of the Board of Education.

B. Within ten (10) days after receipt of an appeal, the Board of Education shall hold a hearing on the grievance. The hearing shall be conducted in executive session.

C. Within five (5) school days after the conclusion of the hearing, the Board of Education shall render a decision, in writing, on the grievance.

Stage 4: Arbitration

A. After such hearing, if the teacher and/or Association are not satisfied with the decision at Stage 3, and the Association determines that the grievance is meritorious and that appealing it is in the best interests of the school system, it may submit the grievance to arbitration by written notice to the Board of Education within fifteen (15) school days of the decision at Stage 3.

B. Within five (5) school days after such written notice of submission to arbitration, the Board of Education and the Association will agree upon a mutually acceptable arbitrator competent in the area of the grievance, and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, a request for a list of arbitrators will be made to the American Arbitration Association by either party. The parties will then be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator.

C. The selected arbitrator will hear the matter promptly and will issue his decision not later than fourteen (14) calendar days from the date of the close of the hearing, or, if oral hearings have been waived, then from the date the final statements and proofs are submitted to him. The aribitrator's decision will be in writing and will

set forth his findings of fact, reasoning, and conclusions on the issues.

D. The arbitrator shall have no power or authority to make any decision which requires the commission of an act prohibited by law or which is violative of the terms of this Agreement.

E. The decision of the arbitrator shall be final and binding upon all parties.

F. The costs for the services of the arbitrator, including expenses, if any, will be borne equally by the Board of Education and the Association.

The procedure outlined above will not guarantee effective enforcement of the agreement. Essential to making the procedure work are the association members who will accept the responsibility of processing grievances filed by their colleagues.

The association's grievance chairman, who coordinates the processing of all grievances, holds a position second in importance only to the president. In large associations, the grievance chairman should have several assistants capable of processing a grievance through all four stages. The chairman or one of his assistants and two additional members who compose an ad hoc committee handle each grievance. (The two members should be chosen from a panel of members who have had some experience or training in grievance processing.) We believe that this manpower force prevents some grievances because its existence makes the administration aware that the association is organized to enforce its agreement effectively.

Since most contract violations will occur at the building level, the association's building representative should be a key person in detecting violations. We wish to stress that the building representative should, if at all possible, be a real advocate of the teacher who feels he has a grievance. Teachers are "turned off" when an association representative responds to their problems with an "establishment attitude." He should encourage teachers to bring their grievances to the attention of the building principal or immediate supervisor, whichever seems appropriate. An alert representative can often prevent grievances, because of the building administrator's realization that a questionable decision on his part will probably be challenged.

Use of a grievance panel and building representatives in grievance processing can involve many members of the association. This not only provides the necessary manpower to enforce the contract but, in addition, affords members an opportunity to become meaningfully involved in association activities.

In performing their assignments, grievance personnel and building representatives often find that teachers are reluctant to file grievances even when shocking contractual violations are evident. The association, therefore, must build confidence in the grievance procedure. This can only be accomplished through a record of active and effective use of the grievance system. In addition, the association should rigorously enforce the grievance procedure against any individual or group that attempts intimidation or reprisal against teachers who file grievances.

A grievance has often been likened to a toothache: Its satisfactory treatment demands speed and competence. Grievance procedures customarily impose time limits for taking action. The association grievance committee must be scrupulous in meeting deadlines and in ensuring that grievances are swiftly processed.

A word is in order here on the necessity for binding arbitration as the final step in the grievance procedure. While binding arbitration will probably be used infrequently, we believe that the possibility of its use forces better decisions at earlier stages of the grievance procedure.

The local association must provide a cash reserve in its budget for defraying the expenses of binding arbitration because if no money is available for this purpose, it is unlikely that grievances will be arbitrated—and a valuable protection will be lost.

On occasion, the leadership of the association can anticipate possible contract violations. Last year we anticipated that because of the usual tight budget situation, the district might organize classes above the upper limits of our class size provisions. We therefore alerted our building representatives to possible violations of our class size limits and made the central administration aware that we were ready for business. The result was rapid action to eliminate class sizes over the contractual limit.

Many grievances will not be clear violations of the agreement. These, in a sense, represent opportunities to continue negotiations on specific items all through the life of the contract. As the contract is enforced, associations must be on the lookout for opportunities for advantageous contractual interpretations. The grievance committee chairman and the association's chief negotiator should maintain a close liaison so that unresolved problem areas may be dealt with in the next round of negotiations.

In the final analysis, a contract is useful only *if it is enforced.* Properly used, the grievance procedure provides the local association with the strength to prevent long, difficult, and wasted hours at the bargaining table. □

ADMINISTRATIVE BULLETIN #115-2A6-7935-17xP1204536

PAUL WILLIS McKINNIS, *associate professor of education, Georgia Southern College, Statesboro.*

□ **To: Faculty, Waxler Junior High**
From: W. W. Willowy, Principal
Re: Our Pass-Fail Grading System

At the end of the first quarter, we wish to compliment you for the splendid spirit of cooperation you have thus far manifested in helping us implement our new educational ventures. We are proud of the fact that bold ideas are fast becoming a trademark of our school. While we would be among the first to agree most heartily that many traditional educational practices are worthy of incorporation into our school program, we would also be among the first to say that we should not be shackled to the past. The spirit of change is in the wind, and we must be ready to shift with it.

Most of you remember the grading system with which we experimented last year and the subsequent results. Many of us still think the plan had definite merit, but it was tossed by the chill winds of parental opposition. In essence, the plan reflected our desire to motivate pupils to work for intrinsic rewards. Toward that end, we replaced the traditional literal symbols of *A, B, C, D,* and *F* with *Platinum, Gold, Silver, Copper,* and *Pewter.*

In theory, the plan seemed workable; in reality, it was disastrous. An avalanche of parental protest barreled down upon us, and we returned to the old grade pattern immediately after the first marking period. While parents seemed to accept Platinum and Gold grades, as well as a few scattered Silver ones, their reaction to the Copper and Pewter grades was not positive at all. (Indeed, one mother informed me that her son's Pewter grades were "pewtrid.")

So, once again we are moving confidently out into the mainstream of educational change. At this time, we are pleased to give you a progress report on one of our latest academic innovations.

The Pass-Fail system of grading, which we inaugurated this year at Waxler, is gathering momentum. In what direction, we are not sure at this particular time, but it is definitely moving. And that, we think, is a healthy sign.

Contrary to random verbalizations by one or two of the more conservative members of the faculty, we did not jump into the new grading program helter-skelter. The whole idea was painstakingly researched and structured. All of us remember the agonizing hours of committee work that we spent prior to adoption of the plan.

However, from the perspective of seven weeks of school and from pertinent feedback from the last PTA meeting, we do think there might be some merit in reexamining the *exact form* of the grading plan. It seems that a few parents (especially those residing in Executive Hills) feel there might be just the faintest trace of stigma attached to a *Pass* grade. Accordingly, in deference to these parents, most of whom are college graduates whose opinions we solicit and cherish, beginning next quarter we plan to insert another level of grading. The plan will now include *High Honors, Pass,* and *Fail.*

Now, we want to make it crystal clear that this slight readjustment of our grading system does not imply that our planning was faulty or that our philosophy is chameleon in nature. Rather, it is evidence of administration flexibility and willingness to adapt to meet the needs of all the pupils.

Further, in view of an offhand remark made by President Ashley (Herbert's father, you know) at the last board meeting, we may explore the feasibility of completely eliminating the *Fail* grade and substituting *Passed-Just-Barely.* All of us, we are sure, subscribe to the philosophy that nothing succeeds like success.

Be assured that we are totally committed to doing what is best for our pupils and to keeping lines of communication wide open between faculty and administration. We promise, therefore, not to move unilaterally in any direction until we have had an expanded dialogue with you as well as with various parent groups and Mr. Ashley. You will then be the first to know of any decision we make in this case. In searching for the mot juste as we cope with the raging winds of change, I think it might be this: *courage.* □

Dr. McKinnis has been a principal and has taught at all levels of elementary and secondary school.

A "VIA LATINA" TO

OPINIONS DIFFER

NO

says **J. STEPHEN SHERWIN,** *professor of English, State University of New York College at Buffalo.*

□ **Extensive research studies which I have examined** indicate that there is no *Via Latina* to English mastery. Nevertheless, since the claim that the study of Latin will help students master English continues to be made, let us assess the merits of such an assertion by examining both historical and experimental evidence.

A review of the development of the English language shows that English grammar of the familiar textbook sort was greatly influenced by Latin but that the structure of the English language itself grew to be quite different from the structure of Latin.

Although Latin contributed heavily to English vocabulary, the significance of the Latin contribution to the English vocabulary is limited by the fact that the most commonly used words are of Anglo-Saxon stock and that changes in form and meaning of words over the years have often obscured their Latin origin. Consequently, the history of the language does not encourage one to suppose that Latin study will provide a ready avenue to the mastery of the structure or vocabulary of the English language.

Among many experimental studies, one group deals with the number of pure Latin words (i.e., not English words derived from Latin) and the number of classical references in newspapers, magazines, and literature. The studies identified thousands of Latin items, but they were concerned with quantity expressed in so-many-thousands of Latin items and not in terms of the proportion of Latin items in the total body of writings. Furthermore, they failed to consider the significance of their findings in terms of cultural value or plain communication. Thus at this point, it would be unwise to conclude that Latin should be studied as a separate language or as part of the English course merely on the grounds that English contains many Latin words and references. Whether, how, and to what degree Latin words and classical references should be studied are questions which at this time can be answered only in terms of a personal estimate of their cultural and communicative significance.

Some people claim that Latin improves students' ability to write English, but studies dealing with this question are agreed that "translation English" is likely to be poor English and that students' translations are likely to be inferior to the same students' English compositions.

Researchers have given much attention to whether Latin study improves English vocabulary. Almost all the research findings showed some vocabulary gain for the Latin students. Although some of the studies on both sides of the issue were criticized, those which seemed more competent showed that the Latin students in comparison with the non-Latin students made either no special gains or very slight ones. The conclusion here is that Latin is either suspect or of slight value as an improver of vocabulary and that intelligence seems to be a more important factor in predicting students' vocabulary achievement.

The investigations dealing with the value of the study of Latin to improve English spelling established that perhaps as many as two-thirds of English spelling errors in Latin-derived words are potentially remediable through the study of Latin. Potentially remediable, however, means only that some Latin words resemble their English descendants so closely that a knowledge of the Latin word may enable one to spell or deduce the spelling of the English word.

If spelling help from Latin is potentially possible two-thirds of the time and if the total vocabulary is about 60 percent Latinate, then only two-thirds of 60 percent, or 40 percent of the words in the total vocabulary, are potentially remediable through Latin study. Since this estimate of potential remediability is not an estimate of actual remediability, since actual remediability will be influenced by the number of exceptions to each spelling rule governing the application of Latin spelling to English, and since remediability through Latin assumes an ability to spell Latin, it is apparent that even a generous allowance of 40 percent potential remediability promises only a much diminished practical aid in any attempt to improve English spelling.

Other studies dealing with Latin and spelling produced mixed results. One study found no significant difference between the spelling scores of Latin and non-Latin students. One group found a statistically insignificant advantage in favor of the Latin students. Another group concluded that Latin study did help students to master English spelling. The final estimate, after allowing for the limitations in the studies on both sides, is that the study of Latin affords students a small advantage in mastering English spelling but

The exhaustive documentation for Dr. Sherwin's case is presented in *Four Problems in Teaching English: A Critique of Research.* Copyright by International Textbook Company, 1969, published for the National Council of Teachers of English, reprinted with the permission of the publishers and the National Council of Teachers of English.

ENGLISH MASTERY?

that this advantage is too slight and achieved by too circuitous a path to constitute either a substantial justification for the study of Latin or a practical adjunct to the study of English.

Undoubtedly, Latin helps students to master and (with less certainty) to apply the Latin-derived rules of English grammar that are familiar to past and present readers of secondary school textbooks. However, to define English grammar in terms of rules of Latin origin is to stack the deck in favor of a particular experimental outcome. Because the grammatical picture is quite different when considered from a descriptive, linguistically oriented viewpoint, it seems probable that Latin study would be of little help to the student seeking to understand the linguistic picture of English.

There are no experimental investigations testing whether Latin study can increase one's grasp of a non-Latinate English grammar. The best evidence, at present, on the relationship between Latin and English grammar is historical, and what it reveals most importantly is a basic structural dissimilarity between the two languages.

Among the studies presented as tangentially related to the problem of Latin as a route to English mastery, the first (really a series of studies sponsored by the Classical League) sought primarily to improve Latin teaching. In those aspects dealing with the relationship between Latin and English, the studies comprising the Classical Investigation seemed lacking in a number of respects, including poor design and uncertain supervision.

Another study, which dealt with the status of Latin in Illinois in 1956-1957, demonstrated that Latin instruction had been static since the date of the Classical Investigation and that Latin teachers still retained such primary educational objectives as increased English vocabulary and increased understanding of English grammar.

Finally, a study designed to test the assumption that Latin students are superior to other students found that the Latin students are, taken as a group, superior but are far less superior than had been thought. It would seem that the more able students are attracted to Latin but that in both Latin and non-Latin groups there is a very wide range of abilities and that the quality of the students in both groups varies widely from school to school.

My conclusion, therefore, is that the way to master English is the same as the way to master Latin—to attend to it diligently and, if possible, with the help of a good teacher. Any benefit transferable from the study of one to the study of the other is likely to be a meager and insufficient reward for one's efforts. Until the widespread notion that Latin is the handmaiden of English is dispelled, both Latin and English instruction will suffer, and Latin will neither function in the schools nor be regarded at large as a body of knowledge with intrinsic merit. □

YES

says **JOHN H. PARKS**, *professor of classics, Kent (Ohio) State University.*

□ **Latin may not be "the" way to a mastery of English,** but it is certainly "a" way; and, inasmuch as there has not as yet been found a successful *Via Anglica* for English mastery, it would seem that any help that can be gained from Latin or any other source would be welcome. When there is still so much to be done to improve the teaching of English, it appears somewhat prodigal to spend valuable time agonizing over statistics to "prove" what Latin cannot contribute to English, rather than to take advantage of what it can.

There is indeed a *Via Latina* to English; the only question is "What English?" If we are to posit the lowest level of simple understanding as the criterion; if we are to renounce all traditional grammatical moorings; if the legacy of elegance retreats in the path of mere functional communication; if our vocabulary no longer enjoys the stature afforded by the learned and derived words, but limits itself to Anglo-Saxon or descends farther and farther toward the four-letter level, then Latin could make little contribution to the enterprise. Let us hope, however, that such an eventuality is as yet some distance down the road.

The question of Latin as a *via* to English is a matter of degree. Few classicists would venture to claim that English, however defined, is attainable only through Latin, or that better English is a major goal of Latin; but it may likewise be said that few others, familiar with both languages, would be unwilling to admit that where English rises above the stage of an elementary skill, the interplay with Latin is inescapable.

English has been historically involved with the classics, and until it has been purged of all classical derivatives and grammatical nomenclature, along with all semblance of classical rhetorical style, both in

Dr. Parks has also addressed himself to this general topic in an article: "The Classics in the Curriculum," *Peabody Journal of Education*, May 1969.

prose and poetry, it seems inconceivable that an individual versed in the principles of Latin or Greek could fail to enjoy a wealth of sophisticated awareness and understanding in his pursuit of the English language.

Statistical research, however exhaustive, that attempts to establish definitively the effect of one language study upon another can result in little more than frustration. The subtleties of language development and influence are far too elusive and nebulous for such tabulation.

It would be premature, to say the least, to draw strong negative conclusions from the fact that a sampling of high school Latin students apparently did little better than non-Latin students. Students at that level are notoriously reluctant to express themselves with special grammatical concern or to employ any but the most unsophisticated vocabulary. Latin or any other language (including English) will at this point rarely show its influence. The seeds of these years will flower in maturity, and a grounding which has been sound in both word and principle will eventually prove its worth.

I do not agree with the notion that since the students' English translations of Latin are frequently poor, they can afford little value for composition. Certainly, anyone who has had any experience with this situation recognizes that student translations are often stiff and artificial for two principal reasons: in the first place, they usually (especially in the case of Latin or Greek) represent an attempt to display to a teacher a thorough grasp of the language translated rather than an effort to turn out a piece of particularly good writing; second, two languages are involved, and a translation is contingent upon and frequently reflects the restraints of the original. It need not be inferred, therefore, that the language of a translation will characterize all subsequent writing or speaking. It is the concern with the principles of both languages that provides understanding and confidence in their use.

As to words, an individual who has been compelled to employ Latin vocabulary over an extended period and who has done so with even a modicum of success cannot fail to develop a sensitivity to words of Latin derivation in his own language. Whether or not he chooses to expand either his active or passive vocabulary, such a person continues to have the subtle advantage quite lacking to those for whom the dictionary is the sole source of meaning. To make use of derived words with no knowledge of the original sources is to move in an area of blind acceptance with little or no satisfaction of academic assurance or enjoyment.

In this age of the computer it has become fashion- able to consider language as a measurable skill. A serious distinction should be made between skill and art. While skill might be considered the attainment through practice of a level of automatic performance, art, to my mind, is the creative use of skill. Children might be said to represent skill in language achievement—ability without understanding. If skill alone were our goal, why continue to subject students to the rigors of English grammar, composition, and literature? Are we not, in effect, thereby admitting that there is a difference between skill and art; between the conscious and the subconscious; between beauty and mere function?

It is at this point—when English becomes a conscious academic target—that Latin experience makes the difference. Whether the approach to teaching English grammar is traditional, structural, or generative-transformational, the grammatical terminology still includes *preposition, verb, active, passive, possessive, objective, relative, temporal, conjunction, expletive, antecedent,* and so on. These words are from no other language but Latin. The Latin student, within a very short time, is confronted with such words and is compelled to understand their meaning, function, and concept.

The fact that they are within the framework of a different medium does not preclude the value of the conceptual understandings for comprehending the principles of his own language. To argue that there is little transfer because of a difference in structure is to claim that no language has value for another unless it is absolutely the same. Frequently, it is the difference that brings the understanding. Likewise, the disparate word order in Latin is no deterrent to English unless we consider both languages as skills. As a matter of fact, since Latin is not studied to be spoken as a skill, its word order proves less adverse to English than does that of the modern spoken languages where word arrangements are at variance. Word order is of little concern; I have yet to hear of a student failing English because of bad word order. Latin's involvement with English is not with the order of the words, but with the words in the order.

When the mark of an educated man in Roman times was the attainment of *peritia dicendi* (skill in speaking), we can be sure that the achievement reached far above our idea of a skill. The orators and statesmen of the age used the spoken word as the most cogent weapon for promotion or restraint. This entailed a studied management of both word and form, the result of which we consider eloquence. This is what Latin study is all about, and the student's preoccupation with such interests, in both theory and practice, engenders ideas and capabilities offering great hope for making a respectable showing in the future use of his own language.

The contribution which Latin can make to English, then, is more in the realm of art than of skill, and the extent of this contribution defies computation. When English resists the baneful influences at work upon it, and reaches the heights of clarity and elegance, it is reflecting and paying the greatest respect to its Latin legacy.

Let us hope that English finds a "way" to self-mastery, and when it does, it will doubtless discover that, while "all roads lead to Rome," just as many of them lead from Rome; and the road English finds will still look very Roman, since Roman roads were built to last. □

A NEW SLANT ON THE SECOND R

FRANCES GOFORTH, *assistant professor of education, and* **C. W. HUNNICUTT**, *professor of education, Tampa Campus, University of South Florida.*

□ **Typewriting has become so important for nearly** everyone that some educators believe that handwriting might safely be neglected. They have overlooked the innumerable needs that typewriters will not be able to meet until they become pocket-sized. Although the handwriting goals of neatness and speed have lost much of their commercial value and general importance with the displacement of scribes by typists, it is still important for children to learn to write legibly and with ease.

Good handwriting is dependent on muscle training to only a very limited degree. Primarily, it seems to be a mental process—an internalization of legible external models. A person becomes a legible writer by forming within himself a permanent comprehensive set of images of himself writing legibly. Thus, a concern for the formation of mental imagery is a major key to efficiency in developing legibility.

By the time anybody is adult, his personal internal images are usually firmly established, for good or ill. Although he may be so dominantly right-handed that he has never attempted any writing with his left, our observations indicate that he would soon gain proficiency with his left if illness or accident should deprive him of the use of his right hand, *and the new writing would be almost indistinguishable from the old.* His previously untrained muscles would be required to reproduce the mental images he had established for himself during his previous years of writing. Neuromuscular skill development is a means rather than an end. In this instance, it is the means of producing on paper the written forms and style that have become the individual's own.

Forming correct mental images demands a meticulous observation of letters and their details. As the teacher introduces a new letter, and at appropriate times thereafter, he needs to anticipate and highlight potential trouble spots. A chronic trouble spot in the cursive small *a*, for example, is the stem. Failure to bring it low enough may cause the letter to look like an *o*. It helps a child to form the correct mental picture if the teacher has him practice bringing the stem clear down to the line and then pausing for an instant before continuing to the next letter of the word. If he does this occasionally while writing, this detail will become an integral part of his imagery.

This same approach can be used with other letters, such as *d*, *i*, *m*, and *n*, that have similar downstroke problems. All letters have their potential trouble spots, some more than others, but since *a*, *e*, *r*, and *t* cause nearly half of all small-letter illegibilities, these four are worth particular attention in image building.

In the early stages of learning or relearning any aspect of writing, making the writing instrument go where one wishes is, in effect, drawing rather than writing. The larger the drawing, the easier it is for a

child to make each detail as he wishes and the more likely it is that he will begin to form internal images of legible shapes he has created himself. Hence, the value of using a chalkboard in these initial stages is obvious.

Obvious, too, is the value of today's smoothly moving writing instruments. Those who first used ink with the sputtering, scratchy steel points of yesteryear tended to develop an abiding hatred of "penmanship." The beginning writer was so busy trying to make the perverse pen work that little time was left over for shaping legible symbols. In contrast, the child of today can focus almost totally on the writing process, confident that the instrument will seldom betray him.

Realization of the importance of mental imagery has led to lessening the stress upon the "muscle-training" exercises—the push-pulls, ovals, and even more complex abstractions—to which so much time was once devoted. It is now easier to understand why they did so little to improve writing, for they had little relation to the writing process itself, let alone to the formation of mental images of legible writing.

Fading from the scene along with the push-pulls and ovals is emphasis upon mass teaching and practice in handwriting. After a teacher makes the initial presentation of a new element and gets the children started right, further progress is inherently individual. Writing is best perfected in context, by conscious attention to its usage in written schoolwork.

Like other skills, writing is improved through continuing diagnosis and remediation. During the continued use of any skill, whether golf, bowling, or handwriting, errors creep in that are specific to the individual. Each person has his own small set of problems, usually unnoticed except through the depressing results. Continued practice merely accentuates the difficulty, and generalized teaching seldom helps. The individual needs someone to tell him, "Keep that left heel down on your back swing," or "Close that *d* so it doesn't look like *cl*," or "If you don't crowd your letters and words quite so closely together, your writing will be easier to read."

Fortunately, most children have only a few consistent illegibilities. Each pupil should work on his most serious present problem. First at the chalkboard, then on paper, he should draw until he has the picture, then consciously, he should do this one thing correctly in whatever he writes for days or weeks.

Groups of pupils (at first under guidance) can help diagnose individual problems by marking whatever is hard to read, analyzing to see what has created the illegibility, and then making suggestions for improvement. Membership in such a group makes a child more sensitive to what makes for illegibility and better able to diagnose his own difficulties.

If pupils are to avoid the discouragement that kills progress, they must be able to see quick improvement, especially if they are poor writers. It is wise, therefore, to attack first the most obvious and easily corrected errors. Shifting the position of the paper may improve slant and changing the writing instrument or adjusting the height of the desk often improves the quality of the line.

Noting mistakes common to the whole class and then basing specific instruction on these problems may be worthwhile. Interest and enthusiasm are generated when all the children work together to attain handwriting goals and know that the teacher, too, is working to improve in writing.

Once pupils have attained satisfactory legibility, they may be excused from handwriting instruction periods and permitted to use the time for personal or special class projects. This rewards success and allows the teacher more time to work with those most in need of help.

Regardless of the general methods used, children who evaluate their own handwriting critically and see ways to improve it will show marked gains and will tend to retain newly found proficiencies.

No one pattern of handwriting is essential to legibility. For example, as long as it is consistent, the slant may vary from 20° backward, to vertical, to as much as 40° forward, with little, if any, loss in legibility. A lefty, therefore, need not force himself to write with a forward slant. Similarly, writing may be consistently large or small, so that a pupil who has a natural tendency to write large can become a legible writer without matching some preconceived pattern of size.

People often do the best handwriting of their entire lives in grades four to six, and then degenerate under the pressure of note-taking or writing with excess speed for other reasons. However, anyone willing to make the effort can write as well as he ever did, and usually within a half hour.

Children need to see the function of flexibility in writing. Just as they should plan to vary their rate of reading to fit the content and their own purposes, so, too, they should plan to write differently for different occasions. Too often, children are made to feel that everything they write should be in their best handwriting. Since no differentiation has been suggested, they treat all writing occasions, from hasty notes to formal papers, alike, and their handwriting rapidly deteriorates.

Children should be asked periodically to write their best, and they should know at which times it is appropriate to use this best writing, but they should not be made to feel guilty about writing less well on other occasions.

Through handwriting instruction, a child should gain habitual ease of writing, so that he is able to write whatever is needed without stress or tension. The beginner squirms all over his seat, tongue bulging cheek, forehead wrinkled, and writing instrument grasped in a death grip. For writing ease, he needs to learn to eliminate waste motion or effort, to relax irrelevant muscles, and to hold the pen or pencil loosely.

As he acquires legibility and fluency, a child is building a skill that will serve him throughout his life. □

Teachers Help Interview Prospective Teachers

DAVID I. ZATZ, *principal, Bladensburg (Maryland) Elementary School; assistant professorial lecturer, George Washington University, Washington, DC.*

□ **At the Bladensburg Elementary** School, we involve members of the teaching staff in interviewing prospective teachers. Some of our reasons are as follows:

Hiring decisions made on a unilateral basis by a principal may be too subjective.

A prospective applicant may be more at ease in a group interview than one in which only the administrator and the applicant are present.

The group conference can serve as a technique to promote and facilitate the acceptance of new teachers by staff members.

A teacher's involvement in selecting new staff members directly affects his perception of his status and his own worth in the school community.

Teachers *must* have a larger share in administrative decision making.

During the past two years, our teachers have joined with me as principal in conducting this important administrative activity. Since they had not previously shared in such experiences, even the more experienced teachers were rather ill at ease in these interviews at first. Eventually, they all reported feeling that taking part in the selection of new teachers was productive and, in many cases, pleasurable.

Over the past two years, we have developed procedures for evaluating teacher applicants. Briefly stated, they are:

1. I notify the head teacher* that a conference has been scheduled with a teacher applicant.
2. The head teacher selects two additional teachers to participate in the conference. (Teacher aides supervise classes while the teachers involved attend the conference.)
3. The three teachers and I meet in the administrative office prior to the scheduled conference with the applicant to discuss the vacancy, to share information about the applicant, and to plan for the interview.
4. During the meeting with the applicant, the head teacher is responsible for conducting the conference, but the other two teachers and I participate freely in the interview.
5. After the interview, the applicant goes on a guided tour of the school that has been arranged by the head teacher.
6. Following the conference and guided tour, each teacher evaluates the candidate and turns in a report to me, indicating whether he favors hiring the applicant or not and making other comments if he so desires. Any of the teachers may also call for a follow-up conference to discuss the candidate's suitability for the position in further detail. Each of the three teachers and I have one equally weighted vote in the decision.
7. After reviewing these reports, I communicate the recommendations of the interviewing team to the personnel department.

Two specific examples may demonstrate the advantage of using this technique in hiring prospective teachers. In the first instance, a third grade teacher commented that she was favorably impressed with an applicant's eagerness to get off to a good start. The teacher had given the applicant his telephone number, and the two agreed that if the applicant were hired they would meet at the school during the summer to review curriculum materials, discuss the school policy concerning teacher guides, and just talk about children in general. As a result of a contact made at the group conference, this new teacher received an excellent orientation to our school.

In the second example, an applicant was touring the building with one of the teachers who had been involved in the team conference. The teacher was aware that the applicant had not responded very satisfactorily to a question on written lesson plans. The applicant seemed pleased when the teacher broached the subject and proceeded to give an excellent response to the same question that she had somewhat flubbed during the interview. The applicant thanked the teacher for giving her a chance to discuss the matter further and was visibly more relaxed and assured.

All that is needed to successfully implement this technique is a group of teachers and an administrator who believe in the worth and dignity of every individual and in the need for cooperative decision making. The result will be a teaching staff that identifies more readily with the school, assumes more responsibility for school programs, and becomes more involved with the life of the school community. □

*Bladensburg Elementary School has four "little schools," each of which is administered by a so-called head teacher, elected by a written ballot of his colleagues.

Warner School is the place to come

FRANK SUTHERLAND, *education editor,* The Nashville Tennessean, *and* **ROBERT W. BOGEN,** *assistant to the director of development, Tennessee State University, Nashville.*

☐ **The two women, clutching four preschoolers, entered** the office of the Warner Elementary School principal, set the children down, and began scribbling notes.

By means of the notes, they explained to Principal J. Coleman Crockett that they were mutes who had just moved to the inner city of East Nashville from a rural Tennessee county. Writing on their pads, the women told Crockett they needed medical help and understood Warner School was the "place to come."

These women had no children or relatives in Warner School, but one of the first things they learned on the inner-city grapevine was that help can be found there.

Crockett placed a call to the District Advisory Council (DAC) office of the Metropolitan Action Commission, Nashville's Office of Economic Opportunity agency. In five minutes, a VISTA worker had arrived to take the women and children to receive medical, dental, and other needed help at several appropriate community agencies.

At that time, Warner did not have a procedure for handling such cases, but through the VISTA worker, DAC, and the hospital, the school established a liaison and is now prepared to handle these matters.

This incident is just another chapter in Warner's unique history of being the "place to come." It is one inner city school that has become truly involved and committed to the health, education, and welfare of its students—an objective emerging from Warner's philosophy that the school is one of many agencies that must work cooperatively in order to meet the needs of the community.

The school is only a few blocks from the business center of Nashville in one of the city's few integrated neighborhoods that has a stable population. Twenty-five percent of the school population is black. More than half of the school's 800 children live in housing developments; more than a third are, by federal definition, "educationally handicapped." About 40 percent of the students are from one-parent families.

Too often the pattern of inner-city school operations has been comparable to that of a prison—isolation from the rest of society. The school performs its repressive and impersonal ritual upon the children for several hours and then shoves them back into their joyless environment.

But, in the Warner community, more than 150 public, private, and parochial organizations and agencies are working cooperatively to improve the education and welfare of the community. Since 1967, the school has been involved in Project Warner, a program

which strives to involve numerous federal and local agencies in education. (Project Warner was a part of Project Mid-Tenn, which was funded under Title III of ESEA and involves one-third of the school systems in Tennessee.)

As organizations became involved in the school-community program, the Project hired Don Hudson as community-school coordinator to work with various community groups and agencies. His position was originally funded by Project Mid-Tenn, but when these funds were exhausted, the local school authorities were so impressed by his work that they funded not only his position at Warner but similar posts at several other schools.

In the early days of the Project, the staff and teachers were severely tested as they faced the tasks of developing new attitudes about inner-city involvement and of becoming acclimated to the school's new nongraded, multi-age approach with team teaching and team leaders. The principal and the community-school coordinator, together with a learning resource teacher (who served as consultant for instruction), a guidance counselor, and a reading consultant formed a team to explore how they could assist classroom teachers in understanding their new roles in the community and the new classroom procedures. Team members meet by themselves and also with groups of teachers to improve the school's program.

By now, teachers have adapted to the new methods and techniques, and many have committed themselves to being a part of the solution, not the problem, in the inner city. There are many examples of what this does for the children. Take Bobby, an aggressive boy who three years ago was in a class for emotionally disturbed children. His adjustment was so poor and his problems so severe that he had to be taken out of a special class of six and placed in the homeroom of Gail DuBois, a teacher of upper elementary pupils who had been effective with other problem students.

After two years of special help, Bobby responded so favorably to the efforts of Miss DuBois and to those of his YMCA coach, the community-school coordinator, and other dedicated people that he became a successful student and cocaptain of his basketball team.

The Warner idea is to take advantage of every opportunity to promote the education and welfare of children. An outstanding example is its use of the Foster Grandparents Program, an HEW program.

This program makes it possible for qualified persons over 60 to spend four hours a day (at $1.60 per hour) working with children. The aim of the program is to give senior citizens a new purpose in life and a source of income and to provide children the loving care they desperately need.

Of the 68 foster grandparents projects across the nation, Warner's is unique in that it has a foster grandparents' living center where participants work with the children on a one-to-one basis. In this area, designed like the living room of a home, the ten foster grandparents meet with their assigned children.

Many of the children have developed great affection for their foster grandparents—and vice versa. For example, one aggressive boy who constantly destroyed things at school became attached to his foster grandparent. One day when he was particularly destructive, he was put out of the community center adjacent to the school. When officials found him crying, they asked what the trouble was. He said he was upset because the temporary expulsion meant he wouldn't be allowed to see his foster grandparent for a time.

Another example of Warner's unique relationship with agencies is the Food Supplement Center, financed by the Office of Economic Opportunity and administered by the Metropolitan Nashville Department of Public Health in cooperation with 17 other organizations and agencies. The U.S. Department of Agriculture and the Tennessee Department of Agriculture supply the food items distributed at this center, and the school provides the space. It is believed that the program is the only one of its type housed in a school.

Other school-community programs at Warner include:

- A training program for aides who work part-time at the school and attend adult education classes in the afternoons and evenings. Eventually, they will work in the Individually Prescribed Instruction (IPI) programs at Warner and in other Nashville schools. (The Metropolitan Action Commission pays their salaries with OEO funds.)
- A dental program (a public health service) which makes a dentist available four hours a day, four days a week.
- A neighborhood counseling center. This center, sponsored by the Nashville Mental Health Center, provides group therapy to children who have been screened by professionals and whose parents have given approval.
- A Sunday afternoon tutoring service. VISTA and the Edgefield Cooperative Church Council cosponsor this activity which is held in neighborhood churches as well as in the neighborhood Service Center, District I, of the Metropolitan Action Commission.
- A Mother's Club for neighborhood women to improve their homemaking skills. It is church sponsored.
- Youth activities, such as skating parties, which are sponsored by individuals and groups (4-H Clubs, YMCA, and the like).

Warner is somehow involved in all of these programs because, as Crockett explains: "Education is not limited to what happens in the classroom. A school, especially one in the inner city, must be involved in the total environment of the children in order to carry out the goals of education. School is one of numerous public and private agencies, institutions, and organizations concerned with the general welfare and education of the people in our community. We at Warner are trying to draw on the resources of the community and, in turn, to extend the scope of the school beyond its building."

With all its involvement in the social problems of the community, Warner does not forget its prime purpose of educating children and of making them want to learn despite the problems in their environment. □

Mr. Bogen has taught general science and chemistry on the secondary level.

TEACHING ABOUT VD VENEREAL DISEASES

EDITH P. VINCENT, *supervisor of school nurses, Department of Public Instruction, Dover, Delaware.*

☐ **How to teach about venereal diseases and what to** teach about them are questions many teachers across the country have asked themselves. Because of the sharp increase in the number of VD cases (the Public Health Service estimates that only 1 in 10 cases is actually reported), concern has grown as to how schools can inform students about this problem.

In 1962, an outbreak of venereal disease occurred in a rural Delaware community seven miles from the school in which I was employed. After discussing the question of what role the school should take in combating the problem, the school administrator and others felt that we should seek the advice of parents through the PTA.

With this in mind, a representative from the U.S. Public Health Service was invited to present a program on the subject to the local PTA group. After the speaker had made some introductory remarks and showed a film, "The Innocent Party," the audience was given the opportunity to ask questions. At first there was dead silence, but after I asked several questions that the speaker and I had formulated in advance to get the discussion started, the parents began bombarding the speaker with questions.

After the meeting, a parent explained her initial reluctance to ask a question. She said, "I didn't know enough about venereal disease to ask an intelligent question." And herein lies a key to one of the big problems facing the schools today—inadequate knowledge about VD.

In my experience, most parents and teachers are as ignorant as pupils in this area. During an in-service program at the Maryland school where I was recently employed as a health coordinator, teachers took a short test of 15 questions on venereal diseases. Seventy-four percent of them answered eight or fewer of the questions correctly. A comparable test was given to parents at a PTA meeting with similar results, and I noted about the same degree of understanding of the subject when I discussed VD with a group of university students.

Two methods may be employed effectively to de-

Mrs. Vincent has taught health education in Maryland and Delaware.

velop an educational program on venereal diseases for high school students. One is an informal approach—getting information across by using the public-address system and bulletin boards, in addition to distributing leaflets and pamphlets to the students. The other is a formal approach in the classroom with audiovisual materials, resource persons, and class discussion.

In the Maryland school where I was employed, the students had one of their first public exposures to information on VD through a program over the public-address system. Four students from the school had participated in a county-wide workshop that focused on four problems facing teen-agers—smoking, alcohol, drugs, and venereal diseases. Each participant had agreed to take part in a program at his home school to disseminate what he had learned at the workshop. The students who represented our school helped to develop a unique presentation using the public-address system. Each student spoke about one of the four topics, and the section on VD evoked many questions.

In that same school, the students and I put up a bulletin board with several pockets, each containing information on some aspect of the nature and treatment of gonorrhea, syphilis, and other venereal diseases. During the three weeks the bulletin board was on display, students took several thousand leaflets. Incidentally, we used this same type of bulletin board arrangement to disseminate information about drugs and medical quackery.

(Local health departments can usually supply schools with excellent leaflets and pamphlets for students to read in the health room, library, and classrooms. Other good materials may be purchased from the publishing houses and from the American Association for Health, Physical Education, and Recreation, an NEA affiliate.)

In that same Maryland school, we conducted a program on VD in the classroom as part of a special project for 300 tenth grade students who had expressed interest in this topic. The health committee, composed of teachers, a librarian, a guidance counselor, and the health coordinator, developed a program that would involve students.

When the committee began work on the project in 1966, we found a lack of materials on this subject especially geared for teen-agers, so we decided to develop some of our own. First we asked students what they wanted to know about venereal diseases. They provided a variety of questions, including "What is VD?" "What is the difference between syphilis and gonorrhea?" "How does a person get a venereal disease?" "How does someone know he has such a disease?" "How can he be cured?" Then the art teacher, who was a member of the health committee, and I developed some transparencies based on these questions.

When I showed the transparencies in class, I encouraged students to ask questions at any point in the presentation. (I think transparencies are particularly useful in a program of this nature because students can interrupt the visual presentation at any time to have a point clarified.)

At the request of the students in the special project, we invited several VD investigators from the County Health Department to talk with the various classes. Before these resource people visited the school, we showed transparencies and films on venereal diseases and discussed them with students. We also encouraged students to read pamphlets readily available to them in the classroom, library, and health room.

The investigators met with individual classes so that the groups would be small and students would feel freer to question the investigators. In the discussions, the students were interested in how young persons could get treatment for VD without obtaining parental permission and indicated that they felt that ignorance, fear, and lack of responsible behavior contributed to the terrific increase in VD among teen-agers.

During one of the nonscheduled class periods, students were invited to meet the investigators privately to ask or discuss any question in relation to VD. (Incidentally, several contacts were discovered as a result of these private conferences.)

The investigators felt the program had been worthwhile and, in their evaluation of the program, the students gave the investigators a high rating. The health committee also felt that this classroom type of presentation by resource persons was preferable to an assembly-type program.

Here are some suggestions to help in planning an educational program on VD.

1. Organize a health committee to assist in planning, organizing, and implementing the program. Students should be represented on the committee.
2. Inform the total teaching staff about the program and make available to them materials that may be used in the program.
3. Encourage parents and others from the community to come to school to preview the materials and to discuss the program.
4. Present the program to small groups of students —no more than 25 or 30 at a time.
5. Encourage students to read available information on VD before general presentation of the topic begins in class.
6. At the students' request, invite resource persons to discuss venereal diseases.
7. Have the students evaluate audiovisual materials and resource persons used in the program. (These evaluations can assist the teacher in selecting materials or resource persons for future programs on this topic.)
8. Include discussions on VD in discussions of other communicable diseases whenever possible.
9. Select a teacher who is knowledgeable in this area, who feels comfortable in discussing the subject with students, and who can stimulate student discussion, particularly in the area of responsible behavior and decision making.
10. Be certain that the information that is presented is correct. □

This article was obtained through the assistance of the American Association for Health, Physical Education, and Recreation, an NEA national affiliate.

TURNING ON BRIGHT UNDER-ACHIEVERS

WILLIAM J. FREEMAN, *assistant superintendent, Pupil Personnel Services, formerly director of community activities, Human Relations Service of Wellesley, Inc.; and* **ANNA C. CRAIG,** *director of guidance and dean of girls, Wellesley Senior High School, Wellesley Hills, Massachusetts.*

□ **Jon, age 16, had been a good student in elementary** and junior high school. Then, in the tenth grade, he failed one major subject and received a D in another. Despite a measured IQ of 121, he has begun to question his intellectual ability and is losing interest in his schoolwork.

Although he is a good-looking boy who is a successful athlete and popular socially, he has feelings of inferiority and lacks a sense of direction. He feels that people are only interested in his athletic successes and/or failures rather than in his total personality.

Jon is typical of a number of students who attend Wellesley High School, a three-year school that emphasizes a college preparatory curriculum. The school's stress on higher education mirrors the community's expectations for its children. (Wellesley Hills, an affluent suburb, is one of Boston's "bedroom" communities.)

In the 1960's the faculty at Wellesley High noted a sharp increase in academic underachievement in previously high-achieving pupils. Many of those who had had successful school records for eight or nine years suddenly were failing one or more subjects. The faculty also observed other disturbing signs—an increase in absenteeism, overt rebellion against classroom and school regulations, and student involvement in a number of serious automobile accidents and mishaps with guns.

Alarmed by these developments, the school and the community acted. After much discussion and planning, the school committee, the superintendent and his staff, the high school staff, and the board of directors and the staff of the Human Relations Service of Wellesley decided to set up a new course at the high school for these new underachievers—a group-discussion seminar.

Initiated in September 1964 with us as coleaders, the course is open to those eleventh graders who elect to take it and who meet a series of other requirements. In order to be enrolled in the seminar, a student must have (a) an IQ of 115 (in any given year, the average measured IQ of pupils at Wellesley High fluctuates between 115 and 124); (b) no history of individual or group psychotherapy; (c) a record of satisfactory academic achievement in the elementary and junior high grades; (d) some incidence of failure in an academic subject at the high school level; (e) a recommendation from a classroom teacher or guidance counselor that he be enrolled in the course; and (f) parental consent to enroll.

The sections of the class—none of which has more than 12 students—meet for regular, 50-minute periods once a week for a semester. Sessions are held in a room purposely equipped to be significantly different from the routine classroom: It is soundproof, air-conditioned, and furnished with small tables and comfortable chairs.

The atmosphere of the class is free and relaxed. While we are officially the coleaders of the course, the students themselves take turns leading the discussions. They also have extensive control over the content of the course.

The purpose of the sessions is not to improve grades. The intent is to reinforce the students' attitudes about their self-worth; to increase the satisfaction they can gain from engaging in meaningful activities; to provide a setting in which pupils can work through more effective coping techniques; and to allow them to air their feelings about pressures they feel from school, community, and home.

No one receives a grade for the seminar. However, at the end of each semester, the pupils evaluate themselves and the group.

In the seminars, students discuss the new pressures that affect them as they enter high school. While many of them express opinions that are almost clichés in a decade agonizing over student unrest, a number of students have special insights into their problems.

The boys see adults as preoccupied with economic gain and social status. To them, this is a skewed view of life. "What about happiness, contentment, and fulfillment of personal needs?" they ask. "Is personal happiness and contentment an illusion? How can we discover some lasting values which make sense to us?"

They don't feel that religion and the existing moral codes give them satisfactory answers to these questions. One commented, "Sometimes I think that we exist for the church, rather than the church being there to understand us."

In their discussions, the boys also question the goal of college entrance as sufficient motivation for scholastic productivity. "There must be more to life between fifteen and eighteen than cramming for college boards. How are we to grow up if we just learn to repeat our teachers and parents and have no ideas of our own?"

Moreover, they say, parents aren't content just with their children's admission to college. Their children must get into the "right" one. ("Our folks feel they can brag or boast only if we make the Ivy League. They sometimes act as if it's a personal insult to them if we don't make the college of their choice.")

The boys are also confused about what a socially acceptable career for them is. One of them asked, "What determines a profession or skill as primarily fitted for men? Wouldn't choosing a career on this basis rule out artistic values and choices? We can't all be mechanics or engineers, lawyers or doctors. If we're interested in the arts, people think something is wrong with us, you know, that we're queer."

The boys have poor self-images. Most feel doomed to failure or, at best, destined to live a life of boring mediocrity. They need to redirect their self-image so that they can recognize their strengths and build a new self-image on the basis of their talents and abilities.

On the question of higher education, the general consensus in the girls' groups is, "If we can't make college, so what? We can always get married and be supported. It's the boys who have to worry."

However, a minority of them protest that every girl should train for a job or profession so that she can support herself and her family if she has to or if she doesn't marry. One pointed out, "If you don't get into the right college, you won't meet the right boys—or at least the ones your family will approve of. Boys are brainwashed by their parents, who tell them not to go with girls who don't do well at school. You know you have to please the boys' parents too."

The girls view the curriculum as divorced from their everyday interests and plans. They say they should be taught more about family life.

At the same time, *all* the girls contend that they really don't know how to study and that school and homework are painful for that reason. They are most eager to receive help in establishing good study habits.

Most of the girls with male siblings believe their parents favor their brothers. The point is made over and over again that this is a man's world. However, as discussion progresses, most of the girls start talking about making a place for themselves in the man's world. One announced, "Success is appreciated whether you're a girl or a boy. It makes no difference. The world wants successful people."

The girls, like the boys, have poor self-images. However, they do not see themselves as doomed forever. They are usually able to assess their strengths more rapidly than the boys and, from this foundation, to become more task oriented.

Seminar students—both boys and girls—generally agree on many subjects involving home, community, and school. In their opinion—

1. Adults have highly questionable values—especially those linked with social, economic, and academic status.
2. The adult world seems hypocritical and superficial.
3. Adults are not letting young people grow up. The students say this is evidenced by adults' lack of confidence in their common sense and motives.
4. The marked distinction made between emotional-social concerns and academic problems are artificial and exist only in the minds of the school staff and parents.
5. Student government representatives are figureheads or puppets, tools of the administration, and extensions of their parents' need for status.
6. Opportunities could (and should) be made for direct student involvement in curriculum development.
7. Decisions involving acceptable sexual behavior, smoking, and the use of alcohol and drugs cause them considerable anxiety and concern.
8. The opportunity to discuss their problems in confidence with their peers and adult leaders is satisfying.
9. Teachers also need opportunities for confidential discussion in a nonjudgmental atmosphere.

When canvassed, the faculty suggested that the group-discussion seminar should be open to a larger number of pupils and that some of the techniques employed should be incorporated in other courses. In fact, many social studies and English instructors have already adopted some small group techniques in their classes.

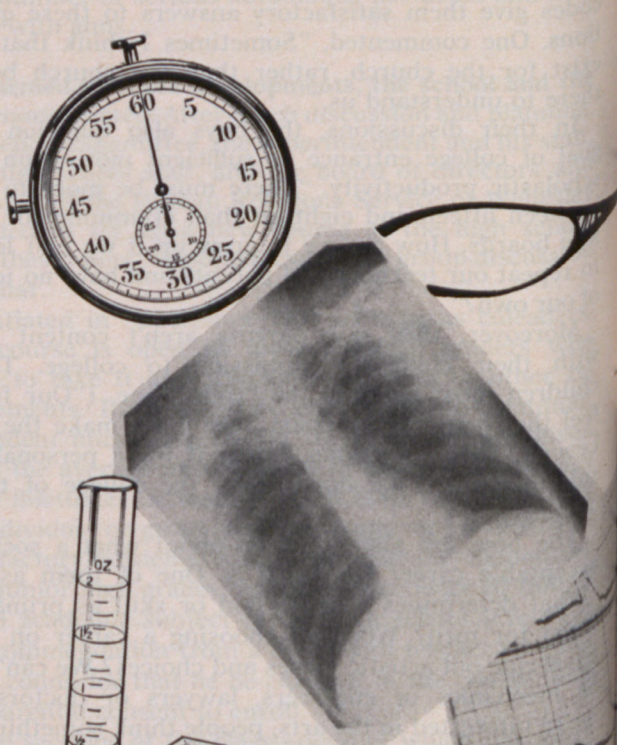
Over the five-year span of the project, more eligible pupils have volunteered for the course than could be accommodated. This made control groups possible. Although course grades were never established as the criteria for the success of the program, participating pupils obtained higher grades than those in the control groups and a higher percentage of them continued their formal education after high school.

In summary, a course in which pupils help select the content and develop its method of presentation, take leadership roles, and discuss their feelings in a completely confidential, nonjudgmental atmosphere seems to be meaningful to those involved. They become achievers once more. □

Medical Testing

a lighthearted look at screening procedures

G. MARGARET ROURKE, *chief clinical chemist, Cape Cod (Massachusetts) Medical Center.*



☐ **If you're a busy teacher, you probably haven't had** time to keep up on all the doings in laboratory medicine, so naturally you wonder what's involved when your doctor orders you to have a screening in connection with a physical examination. A screening consists of a battery of laboratory tests that may show your doctor what ails you if you're ailing or cue him on what may ail you in a few years if you're not taken care of.

The extent of your screening depends on several factors. One large one could be what the doctor thinks your pocketbook can stand or what the laboratory he deals with serves up as a special in screenings. Some labs have a package deal of about a dozen tests for a certain fee, while others serve on the a la carte plan.

Chances are that your doctor will also order some of the tests he knows you'll want to have because you've been reading about them in current magazines. Then there's always the possibility that your spouse has phoned and told the doctor that you're ruining your heart or liver by eating or drinking too much and asked him to scare the living daylights out of you. In such an event, your doctor will need at least one heart or liver test to back him up.

The doctor will decide what tests he wants you to have and send you off to the lab with his written orders. If you look at these orders, you'll see the worst jumble of letters you've encountered since you last ate alphabet soup. There'll probably be CBC, standing for complete blood count (actually not complete at all), and EKG, meaning electrocardiogram. You've known right along that doctors can't write; now you're beginning to suspect that they can't spell.

At the lab, you'll be greeted by a clerk who will examine your orders and ask you to whom she is to send the bill. Then she'll either instruct you to wait your turn or shunt you to the part of the lab that is free to take you—say the EKG room.

Here a girl will tell you to roll down your stockings or roll up your trousers, as the case may be, to arrange your clothing so that she can get at your chest, and to stretch out on a hard, high, examining table. Next she dabs salted grease on your four extremities and attaches wires to you. You notice that these wires lead to a machine that is plugged into a wall circuit, and you begin to wonder if many people have been electrocuted this way. Then the thought occurs to you that maybe this is the shock treatment you've heard about and you wish you'd never told the doctor your students were driving you nuts.

The lab girl glares at you and asks if you are nervous. She smiles when you say, "No," and tells you nobody has ever been hurt by a cardiogram yet. So you relax, and before long she's saying, "That's fine. Now we'll do your chest leads."

This entails fastening a small metal cup with an attached wire to six different greased spots on your chest. Each cup is held in place by the suction from a little rubber bulb. This is all quite simple unless you're an extremely hairy man or an exceptionally bosomy lady.

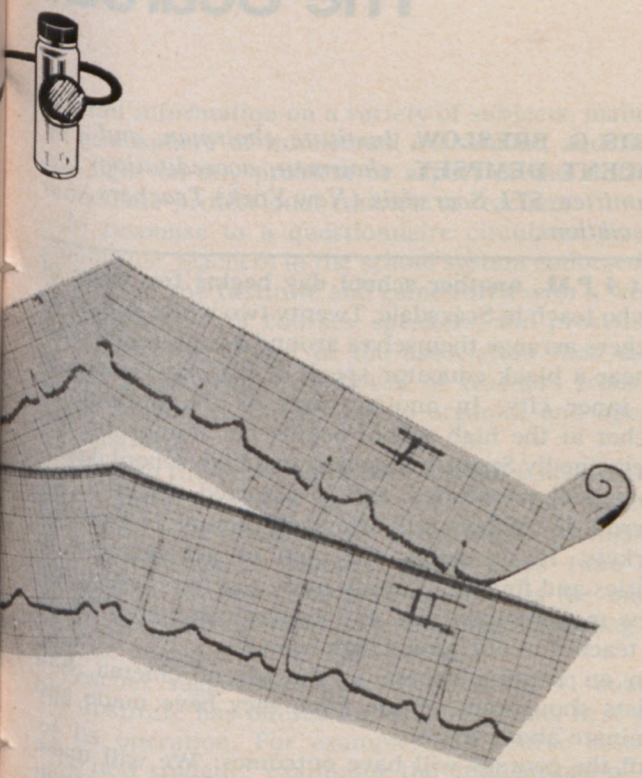
The girl finally unstraps you and says, "You may go next door there and get your chest."

That turns out to be lab lingo for going into the X-ray room to have your chest X-rayed. Here an attendant has you bare your chest again and don a little shirt she hands you. She puts you in an anteroom, presses your shoulders up against a big contraption, and tells you not to move. Then she disappears into her powerhouse and starts hollering at you.

"Take a deep breath. Hold it. Hold it. Now out."

At last she tells you, "You can get dressed now and go get your lab work done."

The lab technician examines your orders and hands you a small plastic cup. With a bob of her head or



elbow toward a lavatory in the rear, she instructs you to use the cup. If you tell her you can't, she quickly assures you that you probably can, if you try. She's right. You return the cup to her and she labels it and takes it to the urinanalysis bench.

Next she tells you, "Sit in that chair, roll up your right sleeve, and make a fist." She stretches a flat rubber band around your upper arm, cleans the skin with a dab of alcohol which, if she has a heart, she'll let dry off so the needle won't sting, and draws one, two, or more tubes of blood from you, depending on what the doctor has requested. She snaps off the band, pulls out the needle, and immediately applies a square of dry gauze to the spot.

"Hold it firmly," she orders, "so you won't get black and blue."

At this point, you wouldn't mind having something to show for the needling, but she keeps an eye on you.

"When did you eat last and what did you have?" She asks you that because your doctor has ordered "BS (blood sugar) as related to last meal." It usually turns out that most people, for one reason or another known mostly to everybody, haven't eaten much before they come to a screening. She may well write, "Essentially fasting."

By now your EKG girl has your tracing mounted, ready to go to the cardiologist to be read. The X-ray girl comes out of her darkroom and tells you your films took well; the radiologist will read them when they are dry. Your screening is over, and you're free to go home, wondering all the way what they're doing to those samples of yours.

You pretty much know that the blood sugar test is to rule out diabetes. Chances are, if none of your relatives have had diabetes, you won't either. A few of the new drugs have pulled some surprises and caused some high sugars, however, and your doctor isn't about to get caught missing one. Should your sugar level be too high or too low, you'll be called in another day to have a glucose tolerance test.

BUN on your order slip has nothing to do with a bakery. It stands for blood urea nitrogen and has to do with your kidneys. If the test shows that you have an elevated amount, you'll be scheduled for some kidney function tests.

Now about that UA (uric acid) your doctor ordered. Uric acid is a waste product, and if you're not getting rid of enough of it, you may someday end up with gout and have an awful pain in your big toe or other joints. Nowadays, however, there are medicines and diets that do very well at controlling uric acid.

Of course, people are interested in the item Chol. on their orders. They want to ask if it stands for cholesterol, but they know they'll stumble over the word. Although they have read reams about it, rarely can they pronounce it—co-less-ter-ol. Literally, that stands for bile soluble alcohol, because cholesterol was first isolated from gallstones, which are composed almost wholly of it. In the past couple of decades, cholesterol has been pretty much dubbed the villain in many of the heart and vascular disease syndromes. At this time, however, though it is pretty well accepted that cholesterol plays a part, it's also recognized that it's anything but the whole story.

Everyone has cholesterol. It is so important to life that the body manufactures it, and some earlier attempts to lower its level in the blood ended rather disastrously. What's more, intake is only one element in the cholesterol story. The state of your liver and gallbladder is another—so much so that your cholesterol test can also be considered another one of your so-called liver function tests. Your thyroid has a direct bearing on your cholesterol level, too. If it is overactive, your metabolic rate will be high and your cholesterol, low; and vice versa. Whole families tend to run similar cholesterol levels, and an individual's concentration usually stays pretty much the same over the years, increasing slightly in the latter decades.

In interpreting your cholesterol value, your doctor will take all these factors into consideration. Should your cholesterol level be abnormally high or low, he might want to study your thyroid or liver further. If he decides to put you on a low cholesterol diet, that certainly can't hurt you, providing you don't panic and starve yourself to death. Some new evidence indicates that fats are less likely to hurt you if they're served up smothered in onions, so we may someday have to decide whether we'd rather be ostracized from society because of bad breath or depart from it horizontally because of a blood clot.

Many doctors include a PBI (protein bound iodine)

test for thyroid function on their screening orders. If you are 40 or so, you may remember the BMR (basal metabolic rate) that the PBI test now replaces. Your PBI is done from serum in one of those tubes of blood your lab technician drew, and it's much easier on you than the old BMR used to be.

What about the urine sample? It will be checked for sugar and protein, and if either one is present, it will have to be accounted for by means of further testing. A tube of urine will be centrifuged, and the solids that are whirled to the bottom will be examined microscopically. Should the urine contain too many white cells, red cells, abnormal bodies known as casts, or anything else that shouldn't be there, your doctor will ask for cultures or kidney function tests, depending on what is indicated.

Meanwhile, someone has probably been working on your CBC (complete blood count). Actually, only your white cells may be counted and a diff. (differential) done on a stained smear of a drop of your blood. This is a count of 100 of your white cells tallied percentagewise as to type, because not only the total number of white cells but also any marked variation from the normal distribution of kind of white cell may be indicative of certain disease states. The red cells in this same smear will be examined. If they look pale, tired, and iron-poor like the ones in the commercial, this finding will certainly be reported.

Your screening is bound to include a hematocrit and hemoglobin. The hematocrit is simply the percentage of red cells in a sample of blood that is composed of cells and plasma. If you have too many or too few red cells, you'll be studied further. Your hemoglobin—the iron-protein in your red cells—provides more information. This bears a definite relationship to your hematocrit, and should a discrepancy show up, a red cell count and a serum-iron might follow.

A sedimentation rate is another test often included in a screening. This is done on coagulated blood from the same tube that was used for your CBC. The test is just what the name implies—the rate of settling, or sedimenting, of your cells in their own plasma. The sedimentation rate increases in an active infectious process, returning to normal as the infection subsides.

If you're a male over 50, your doctor may order an enzyme test known as a prostatic acid phosphatase; if you're a female, he's almost certain to want a Papanicolaou (Pap) test. Both of these tests have to do with cancer, but the fact that the doctor orders them should be of no more concern than any of the other tests in your screening. With all the testing, the doctor is simply giving you the advantage of the ounce of prevention the lab has to offer.

The tests we have talked about are the usual tests run as a screening to go with a routine physical exam when no definite evidence of physical disease exists. They do not, in themselves, provide a diagnosis of good or poor health. During the process, three other doctors—a pathologist, a cardiologist, and a radiologist, have worked with your physician. When you have finished, you belong to a new elite, the screened. □

Local Association of the Month

The Scarsdal

DORIS G. BRESLOW, *Institute chairman, and* **VINCENT DEMPSEY**, *chairman, accreditation committee, STI, Scarsdale (New York) Teachers Association.*

□ **At 4 P.M., another school day begins for those of** us who teach in Scarsdale. Twenty-two white suburban teachers arrange themselves around a conference table to hear a black educator speak of his experiences in the inner city. In another part of the building, a teacher at the high school begins her humorous but determinedly Spanish lesson to two high school deans, two school secretaries, and 15 assorted teachers. Tomorrow 43 teachers will attend the course in financial markets. Its lecturers are men of achievement in politics and finance. Twenty more teachers will judge some modern paintings in a course conducted by an art teacher in our junior high school.

In an evening course in the art of cinema, film artists show some of the films they have made and ruminate about them.

All the courses will have outcomes: We will make our own films, paint in the modern idiom, invest in securities, take a trip to Spain, or evolve ways of bringing to our white children the realities of a multiracial society.

We plan and pursue these courses with great zest because it is *our* Institute, sponsored by the Scarsdale Teachers Association for the purpose of offering Scarsdale teachers planned, continuous education.

How do teachers come to organize and administer an institute? Such a conception would have been unlikely a few years ago, indeed, would have been dismissed as daydreaming because we had no instrument for translating dream into reality. Now we have that instrument in the negotiation process, which enables the teacher to act on his professional concerns.

One concern of Scarsdale teachers has been our need to keep abreast of the developing world—of the rapid changes in our students and in teaching methods, of the far-reaching expansion of knowledge, and of the deep interconnectedness of various subject areas that defies any teacher to stay contentedly behind the comfortable fence of his own discipline.

STA President Albert Pasternak believes that the effective teacher continues to learn about many subjects, relating the concept of one discipline to another and translating his insight into appropriate experiences for his students. One of his first acts in office was to establish the committee that eventually conceived the Institute and formulated the negotiation proposal. The purpose of the Institute was to offer

Teachers Institute

current information on a variety of subjects, maintain an atmosphere of intellectual excitement, and throw full light on any problem or aspect of the world of immediate professional concern to teachers.

In response to a questionnaire circulated by this committee, teachers in the school system endorsed the concept of the Institute and came forth with a wealth of suggestions for courses, speakers, and procedures. The Executive Board of the association then established a committee composed of teachers from the seven schools in the system to organize and operate the Institute.

Through this representative committee and through direct questionnaires to all teachers, the Institute draws on rich resources of imagination, intelligence, and experience. A teacher gladly gives time and thought to an in-service program that is *his* instrument, responding to *his* interests, and signaling the intense demands of *his* profession.

Teacher suggestions have dictated the 11 courses the Institute has offered so far during this first year of its operation. For example, one course assesses "the new student," examining the implications of student rebellion and offering lectures and panel discussions on the case for the student and the case for the establishment. With a view to helping the teacher stimulate creative thinking in his pupils, another course analyzes the creative process, as presented by an artist, a mathematician, psychologists, a curriculum designer, and creative teachers of poetry, dance, theater, and science. Still other courses include astronomy in the lunar age; the newer media in teaching; and literature of the 60's in various areas of the world, such as Russia, Africa, and the Orient.

In addition to suggesting these courses, teachers have also designed them. They will conduct some of the sessions and invite outside authorities to lecture at others. All teachers who take the courses will be involved in their evaluation.

While classroom teachers have taken an active role in the various operations of the Institute, it would not have been successful without the aid of other groups and individuals. The Institute committee has proceeded with the philosophy that it is essential for the Institute to have the understanding, support, and counsel of the community and school authorities.

The community became involved through the Educational Advisory Committee, a group of 14 prominent citizens who meet periodically with the Institute teachers to help plan courses, offer names of possible speakers and course leaders, and provide useful and pertinent advice. This committee provides a broad representation of disciplines and experiences: a college president, several authors, a psychologist, the foreign editor of a national magazine, a professor of mathematics, a newspaper editor, active leaders of important community organizations. One cardinal precept has the unanimous endorsement of both teachers and citizens: The teachers run the Institute; the citizens play an advisory role.

As a result of negotiations between the board of education and the Scarsdale Teachers Association, school authorities became involved with the Institute. The board has agreed to provide funds for those Institute courses which are approved for salary credits; the Institute has the option of offering other courses without such credit. The school administration has many functions in the operation of the Institute. An accreditation committee of three principals and three teachers reviews courses and makes recommendations for salary credit. The superintendent of schools and the director of curriculum and research serve as official consultants to the Institute.

As a unique venture into the area of professional autonomy and teacher responsibility, the Scarsdale Teachers Association initiated the program with the support of the National Education Association and the New York State Teachers Association. The moral support and financial impetus given by these professional organizations provide an excellent example of how the three organizational levels work together and enhance the teaching profession.

Three important results of the Scarsdale Teachers Institute seem to be emerging. First, the high quality of the courses enables teachers to broaden their educational horizon and make their classrooms a more stimulating learning environment.

A second important outcome is a greater sense of harmony between the teachers and the community. The positive relationship with our educational advisory committee and other community groups has established for teachers a high degree of respect and credibility in the village of Scarsdale. As one citizen remarked recently, "The Teachers Institute has helped the STA gain new status in the community."

Finally, the Institute offers promise of productive negotiations, for it has engendered attitudes that are cooperative, not antagonistic. We teachers have assumed a professional responsibility; our board and superintendent have respected our efforts and have supported them in part. Their attitude is judicious and somewhat tentative, yet they may be among the first community leaders to act on the recognition that the teaching profession has come of age. □

A SUBSTITUTE'S

HELEN SEE, *substitute teacher.*

☐ **I love teaching. I love children. I am never happier** than when I am in the schoolroom. And so it is in this context that I present the problems of a substitute teacher in a good-sized school system.

Each weekday morning as the substitute dresses for school and listens for the phone to ring, he is ready for anything and, believe me, it may be just that. Take, for instance, the morning I received a call at 7:45 to go to a fifth grade in a school two bus changes away. I was there at 8:20. As the principal unlocked the classroom door, he explained that he had to be careful not to let the rats get out into the halls. The class was having a diet project, he said, and white rats were the objects of their experimentation.

The animals were friendly—and hungry—and we had to step over them and around them to get to the desk. A buzzer recalled the principal to the office, and by the time I was starting my search of the desk for a seating chart, two overfriendly fat rats and one thin one were crawling in my lap.

After the bell rang and as I was taking the roll, I was handed a note from the principal. He had forgotten to tell me that the class was to visit a submarine that day, that the bus was waiting, and that I was to get the children on it immediately. Since I hadn't seen these children before, I didn't know Johnny from Jimmy or Mary from Sue; yet it was my job to keep track of the 30-odd eager beavers, and see that they behaved themselves, got safely through the long bus ride to and from the docks, did not fall into the water as they clambered aboard the submarine, and returned safely to the school by noon. And, you guessed it, I was to have cafeteria duty.

At 2:00 that day, our school was scheduled for an athletic competition with a neighboring school. But as we were getting ready to leave the room for the event, a message came from the office: The meet would be held after school because a team of experts had arrived to test the hearing of all the pupils. I would please tag the children with their names, addresses, and ages and send them to Room 108 in threes at properly spaced intervals in order to save time and avoid confusion in the halls.

Finally the day ended, and I was homeward bound. As the bus rolled along, I began to smile. From some crazy corner of my brain came the thought that someone had slipped up today: We hadn't had a fire drill! And, I wondered, if we had, should we have carried the rats to safety with us?

Why is anyone a substitute teacher? It can't be the daily wage. It can't be the old firehorse urge to run at the sound of a bell (although sometime I hope someone will tell me why I feel such joy when I hear church or school bells calling). It can't be the reception one gets in some of the buildings in which teachers have worked together for years and years.

For many a day, I'll remember one building where several teachers were chatting companionably in the hall as I entered but became silent as they watched me go toward the office. If they returned my "Good morning," I didn't hear it. I was in that building all day, had a lovely room of lively youngsters, and left in the afternoon without having a single teacher exchange words with me. Only a serious emergency could induce me to return.

Why do principals and teachers (not substitutes) hold the idea that children must "try out" a substitute? The notion reaches into some homes, too. In a sharing time, one little girl told us gleefully of the nasty things her older brother had done in class the day before and of how the family had laughed over it at the dinner table until none of them could eat. "Daddy laughed till he cried."

To my question of why all this happened, the answer came simply, "Oh, they had a *substitute.*" If I had majored in psychology, maybe I could figure out why Dad and Mother enjoyed so much the recital of "giving the substitute a bad time." Or why some teachers seem to help the idea along. One regular teacher once laughingly commented to me before a roomful of little pitchers, "You'll have a time today. These children just love Mr. W and always give substitutes a bad time."

Now, a good substitute—and I hope I am a good one —doesn't let the unpleasant times and the hard days keep him from the full enjoyment of other times and other days. Sometimes, even a bad experience can leave a good taste. In one room, we were awaiting the art teacher. Our desks were cleared and our materials assembled. We turned expectantly toward the door as it opened. The art teacher took one quick step inside, stopped abruptly, and said, "Oh, a sub-

The author of this article has used a pseudonym.

PROBLEMS

stitute. Well, tell Miss D I'll see her next Thursday," and was gone with the slam of the door.

My own emotions were instantly submerged when I saw the stricken look on the faces of the little ones before me. With a laugh that certainly would have sounded hollow to older children, I announced with great enthusiasm, "Now, we can do something real special and surprise Miss D when she gets back."

We did have art and we had a good time. Possibly we learned a little. The incident happened quickly, but by the time I could turn my thoughts back to it, I was filled with a great thankfulness that my years of experience and training had taught me to feel as well as to see.

Let me emphasize that many, many teachers go out of their way to be helpful and friendly. One came to my door while I was vainly trying to locate a seating chart and schedule of classes. (I had long given up expecting to find a folder for the substitute.) "I'm Miss Joy, just down the hall four doors. I don't know where Miss K keeps anything, but if you don't find what you need, I'll help you hunt.

"You know, our principal expects all teachers to lead their lines to the basement, and he doesn't like it when we don't. Just a tip. If Harry Adams gives you any trouble, send him to the office. That's what Miss K does, so don't let it bother you."

In many schools, teachers cooperate with a substitute, and the principal will back him 100 percent in what he tries to do. And why shouldn't they? No teacher can be certain that he will teach the full 180 or so days of the school year. Substitutes are essential, and those who regard their hours in the classroom as precious time belonging to each child there and who wish their days to count for something are of great value to any school.

I once told a principal that it was hard not to be able to see the completion of a project I had worked on and that I often felt my work was not as constructive as I would like, considering the interest and energy I put into it. Offhandedly, he answered, "Oh, yes, your work is constructive—in a negative sort of way." Although he spent the next 10 minutes praising my work and assuring me that he always felt glad to have me in the building, his original statement still rings in my ears, and I fear it reflects the attitude of many schoolmen.

I've always wished I could persuade just one superintendent to try a little experiment: Between 7:00 and 7:45, let the central office call five or ten regular teachers and ask them to report to other buildings and grades for the day. No fanfare, please, no previous arrangement—just let them be substitutes for the day. (I'd even be so kind as to let them keep the grade they normally teach.) They'll probably arrive a little out of breath but ready for duty in someone else's room with a whole new set of children and a different environment. The experience would enlighten some and give food for thought to all. Many of them would bring back a whole flock of new ideas of what they do or do not wish to have happen in their own rooms.

One thing I am certain of, too. Each teacher will be glad to be back with his own group the next day and curious to know what happened while he was gone. Before he leaves his room that evening, he may even remember to see that a substitute folder with useful data in it is on the desk and that assignments for the next day are either marked in the textbooks or written on the board. And maybe the next time a substitute leaves a note for him, he'll be interested in finding out why the substitute had to move Amy's and Fred's desks the day before. He just may start a program of good citizenship if he hasn't one already. It helps everyone to share in the pride of a good room at all times.

Throughout the years, I've known only one principal who takes time from his busy morning to come to the room to introduce a substitute teacher to the class. He always tells the pupils that the teacher is a guest in their school for a while and that he hopes they will remember how guests should be treated. Then he tops off this thoughtfulness by relieving the substitute of all special duties on the first day. Blessed man.

Just the other evening, another principal (I wish there were more, but he's the first) called to tell me the returning teacher had been loud in her praise of the work done in her long absence and had given me credit for the real joy her first day back had brought her.

He called *me*. And by doing so, did more than he knew. This morning, as I listen for the call that may send me anywhere in the city, I am ready for anything. Happy, yes, happy—even to face the inevitable cry of "We gotta *substitute*!" But excuse me, please, there's my phone now. □

Our Eighth Graders Tackled Air Pollution

JULIE L. BROWN, *teacher of American history and English, Lewis and Clark Junior High School, Billings, Montana.*

☐ **"What can eighth graders do about air pollution?"** queried my American history class. We devoted a day each week to current events, and my students were becoming increasingly disturbed about the pollution problem. However, they also felt that no one would pay any attention to their ideas on the subject.

I indicated that I would show them how they could do something effective about air pollution *if* they were willing to assume extra work in addition to their regular assignments. The class voted unanimously in favor of a special pollution project, and we started work immediately. (This group also had me for English, and, because our English class came just before lunch, and history, immediately afterward, we could spend two-and-a-half hours a day together.)

First, the class divided into four groups. One was to create an overall plan for our project; the second, to secure outside consultants on air pollution; the third, to supervise letter writing; and the fourth, to coordinate poster-making activities.

The results of our first day's meetings almost made me wish we had not undertaken the project. The planning group suggested that we go to see some sources of pollution. They reasoned that since we were together for two-and-a-half hours a day, we should be able to leave the school and visit establishments in our area that were spewing large amounts of pollutants into the air.

Usually, outside trips were not undertaken at our school because pupils scatter each period to pursue individual schedules. However, I agreed to speak to the principal and found that he was so enthusiastic about the project that he was willing to obtain a school bus for the trip.

Much to our delight, the mayor of Billings, the first outside speaker we contacted, agreed to come to school and spend an hour talking about the pollution problems in our city. After his talk, the class planned a trip to the next city council meeting so that they could see for themselves the lawmakers of our city.

Students had to find their own means of transportation to attend this meeting, since the council meets at night, but attendance was good, nonetheless. We went early in order to consult with the city sanitarian about the severity of pollution in Billings and to see slides showing specific pollution problems.

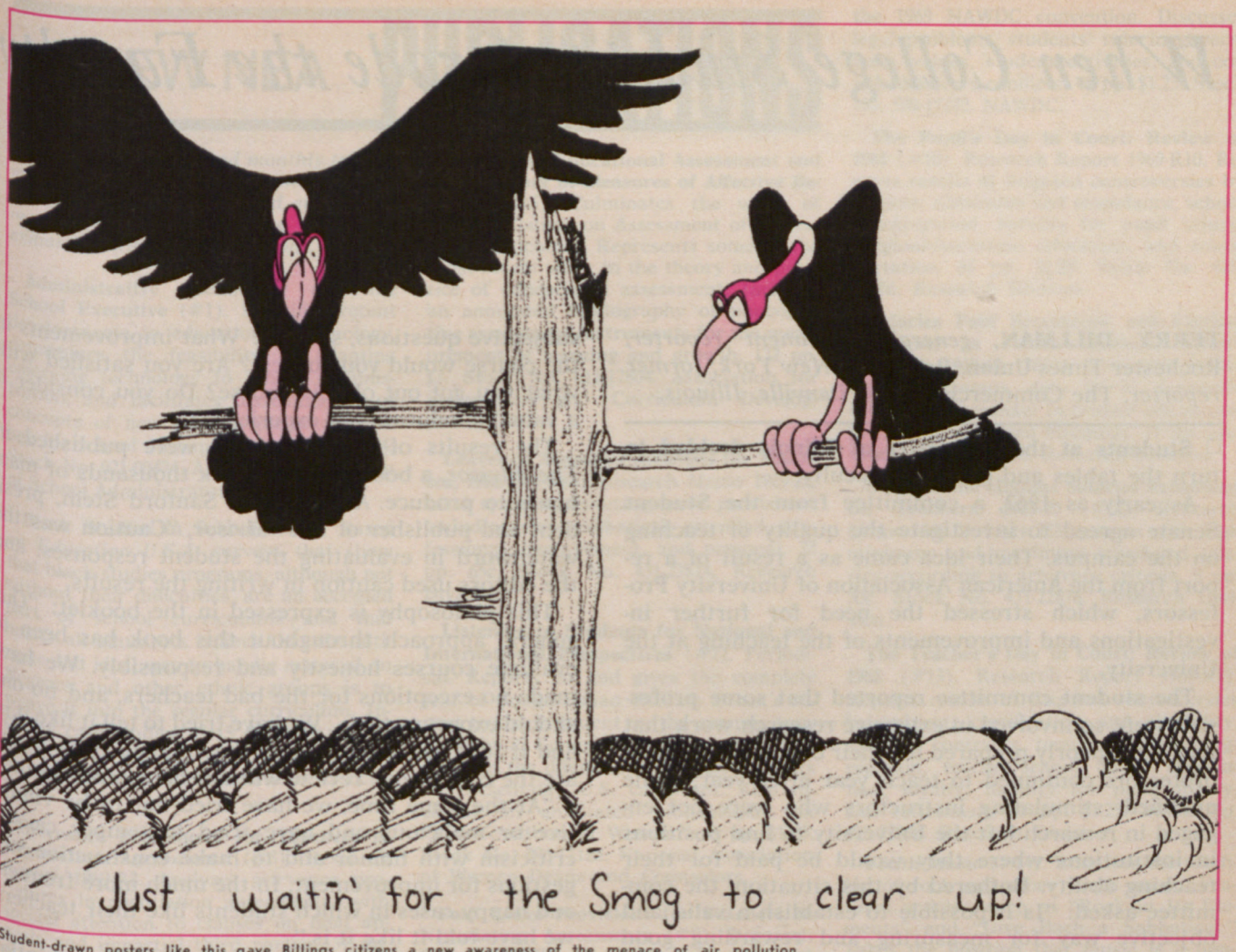
The next consultant who spoke to the class was an ardent conservationist, a professor from Eastern Montana College. He is a dynamic speaker, and when he had finished talking, the students were so enthusiastic about fighting pollution that they were primed for some activity. At the time, the citizens of Billings were trying to establish an Air Pollution Control Board with Yellowstone County and Laurel, and our speaker suggested that students pass petitions door-to-door to gain support for the project.

I cringed as he spoke. What would some parents say about their children circulating petitions? I was almost hoping everyone would forget about the idea, but the next day a stack of petitions arrived, and the students were eager to start getting signatures.

I decided to have in hand a written permission slip from a parent before allowing any student to circulate a petition. Only two parents refused to let their children participate, and most were enthusiastic about the idea. One mother of a slow achiever wrote that her daughter ". . . gets up eagerly these days and no longer dreads going to school. She can't wait to see what the class is going to do next."

While circulating petitions, the students learned some valuable lessons. They were amazed to find out that many adults don't know and/or don't care about pollution. Some children and their parents had spirited discussions at home, and one reported, "I told my dad I didn't care if he wanted to sit back and do nothing. I don't want my children growing up in an atmosphere where they won't even be able to breathe."

In English class, we turned to letter writing, and the students eagerly sought assignments. The Letter-Writing Committee drew up a list of people to contact, including the editors of newspapers, automobile and airplane manufacturers, oil refiners (we have three



Student-drawn posters like this gave Billings citizens a new awareness of the menace of air pollution.

refineries in our area), the manager of the local steam plant, city councilmen, school board members (some of the schools still use incinerators), the governor, and the President.

Names generated more names. The Secretary of the U. S. Department of Health, Education, and Welfare was added to the list. So was the Surgeon General. The class researched further in the library so that they could write to more people involved with air-pollution control on the state and federal levels.

When answers started to arrive, we soon had a bulletin board full of letters with impressive signatures and a great deal of worthwhile information, which we later donated to the library.

Then, the committees decided that we were ready for our trip to a local oil refinery and the steam plant. In order to make these visits in two-and-a-half hours, we took sack lunches and gulped them down on the bus between stops.

When the students learned that the oil refinery's pollution-control equipment wasn't working the day we visited and that the manager of the steam plant felt his company's lack of pollution-control devices was justified on the grounds of economy, they asked some pointed questions. At the steam plant, the public relations man, who was sitting next to me, wondered aloud defensively, "What has history got to do with air pollution anyway?"

After our field trip, the poster committee went to work. Members assigned each student the task of drawing three posters, which they then placed in stores and offices all over town.

The final assignment of the unit was a compilation and evaluation of the project. I had asked each student to keep a diary to record his activities during the project, and they used these in writing evaluations of our study.

Not only did the students have fun working on our air-pollution project, but they acquired a proficiency in planning, in letter writing, and in understanding our governmental structure. They also became avid newspaper readers.

After school started this past fall, a stream of students trailed into my room to report about events related to air pollution that had occurred during the summer. And when a local refinery announced a million-dollar expenditure for pollution-control devices, one of the boys came running to me, crying, "Look what we did!" □

When College Students Grade the Faculty

TERRY DILLMAN, *general assignment reporter,* Rochester Times-Union, *Rochester, New York; former reporter,* The Commercial-News, *Danville, Illinois.*

□ **Students at the University of Illinois decided to** turn the tables and grade the faculty.

As early as 1962, a committee from the Student Senate agreed to investigate the quality of teaching on the campus. Their idea came as a result of a report from the American Association of University Professors, which stressed the need for further investigations and improvements of the teaching at the University.

The student committee reported that some professors were so involved in extensive research work that they were poorly prepared for their courses. Yet, these professors continued to teach year after year, while qualified, stimulating instructors who were not engaged in research left the University to find positions in institutions where they would be paid for their teaching ability. Bothered by this situation, the committee asked: "Is it possible to establish a valid and objective way for measuring and rewarding good teaching?" Some interested students thought it was.

From 1962 until 1968, several polls of student opinion of teacher effectiveness were taken at the University. However, a complete overview of student opinion could not be obtained because of several factors—notably student apathy about the project and the faculty's reluctance to be evaluated by the students.

Finally, in 1968, the Subcommittee on Course and Teacher Evaluation of the Educational Affairs Committee of the Student Senate, with the cooperation of the deans and department heads of the colleges, decided to obtain an evaluation of teachers and courses by distributing questionnaires in the classroom.

At the end of each semester in the 1968-69 school year, students graded their instructors and courses by answering objective questions on computerized forms. On the back of these, they also responded to subjective questions, such as: What improvements in the course would you suggest? Are you satisfied with what you got out of this course? Do you consider it a valuable educational experience?

Although Mr. Dillman's article does not express official NEA policy, we believe readers will be interested in it. Today's Education *will welcome letters reporting reactions to the Illinois plan or describing programs that lead to more objective evaluation by students or that guarantee to professors the right of due process.*

The results of the evaluation were published in *The Advisor,* a booklet which took thousands of man-hours to produce. According to Sanford Stein, president and publisher of *The Advisor,* "Caution was the watchword in evaluating the student responses, and the editors used caution in writing the results."

This philosophy is expressed in the booklet: "Our general approach throughout this book has been to evaluate courses honestly and responsibly. We have made no exceptions for the bad teachers, and no one should expect us to. . . . We have tried to tell it like it is, and if it is bad according to the students who evaluate the course, our review will not be complimentary.

"At the same time, we have tried not to be vindictive or malicious and have tried to temper caustic criticism with humor and to make constructive suggestions for improvement. In the much more frequent and happy cases in which students like their teachers, we have told it like it is."

An example of the former case is this description of a lecture course: "This lecture has a theme song: 'Please, Mr. ————, we don't want to go.' In fact, very few students went and those who did caught up on their sleep. Students who both went and stayed awake for a few minutes felt the lectures were 'boring,' 'worthless,' and a 'waste of time.' Since the lectures come from the book, students felt they could learn as much if they read the book in bed and then went to sleep on a mattress instead of a chair."

On the more positive side are the many courses that drew praise from students. "[Mr.] ———— did a truly outstanding job with this course. . . . As one student put it, 'It is one of the few courses I would recommend making the effort to get there by 8 o'clock. It is worth the sleepy student's time to grit his teeth and show up.' "

Another description reads, "Mr. ———— is speaking mostly, though not always, to artsy-craftsy types in this course, and he does a brilliant job. He lectures excellently, shows fantastic command over his language, and makes every hour exciting and worthwhile."

How did the faculty and students react after reading *The Advisor?* "What a delightful look into the world of the student," Gaylord Hatch, assistant dean of the

(*Continued on page* 71)

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and affiliated national organizations.

Administrative Technology and the School Executive (#1). Identifies recent developments in educational technology, determines the feasibility of adapting emerging technology to school administration, and facilitates dissemination of concepts of new administrative technology for school administrators. 172 pp. $4. Stock No. 021-00474. American Association of School Administrators.

Black Studies in Schools (#2). Based on *Education U.S.A.* surveys that show that black studies programs, although not without their difficulties, are an accepted part of school curriculums and that nearly all educators believe that the ultimate and ideal way to handle material on Negroes and other ethnic groups is to weave it into the regular curriculum. Includes case studies of 15 different school districts. 48 pp. $4. Stock No. 411-12746. National School Public Relations Association.

Grievance Procedures for Teachers in Negotiation Agreements (#3). Research Report 1969-R8. Analyzes grievance procedures in negotiation agreements, with special attention to clauses on final appeals and impartial third parties. 37 pp. $1. Stock No. 435-22882. Research Division.

Humanities and the Social Studies (#4). Bulletin No. 44. Offers suggestions, in a series of quite diverse essays, on ways in which social studies teachers can draw upon the humanities to enrich their classes and make social studies more relevant. Also shows how social studies material can enrich the humanities. 262 pp. $3.50. Stock No. 498-15246. National Council for the Social Studies.

Improving Educational Assessment and an Inventory of Measures of Affective Behavior (#5). Culminates the work of ASCD's Council on Assessment of Educational Outcomes. Represents some of the most recent work in the theory and practice of educational assessment. Includes an annotated bibliography of noncognitive assessment instruments for the measurement of learning and growth. 172 pp. $3. Stock No. 611-17804. Association for Supervision and Curriculum Development.

Leaves of Absence Provisions for Teachers, 1968-69 (#6). Research Memo 1969-22. Lists systems reporting leave provisions, including sick, sabbatical, extended, professional, bereavement, and personal. 23 pp. 65¢. Stock No. 431-22874. Research Division.

Listening to Students for National and International Perspectives (#7). Perjodical. Reports on and gives the complete text of Congressman William Brock's report to the President on the campus tour made by 22 Congressmen. Presents a new slant on the dilemma of foreign students on present-day U.S. campuses. Also includes an annotated bibliography on "The Condition of Women." 48 pp. $1.25. Stock No. 596-17126. National Association of Women Deans and Counselors.

Paid Leave Provisions for Teachers in Negotiation Agreements (#8). Research Report 1969-R9. An analysis of negotiated leave provisions. 95 pp. $1.75. Stock No. 435-22884. Research Division.

Planning for the Seventies in Student Personnel (#9). Periodical. Papers from the 1969 NAWDC convention. Discusses legal problems, students' role in governance, values, student activities, and college women's conflicts. 48 pp. $1.25. Stock No. 596-17122. NAWDC.

The Pupil's Day in Court: Review of 1968 (#10). Research Report 1969-R10. Reports results of litigated controversies by subject: admission and attendance, school desegregation, liability for pupil injury, religious/sectarian education, and transportation. 65 pp. $1.25. Stock No. 435-22886. Research Division.

Salaries Paid Secretarial and Clerical Personnel in Public Schools, 1966-67 Through 1968-69 (#11). Research Memo 1969-25. Presents data in 11 summary tables for personnel in central offices and in individual school buildings. 11 pp. 35¢. Stock No. 431-22880. Research Division.

Some of the Highest Salaries Scheduled for Teachers, 1969-70 (#12). Research Memo 1969-24. Lists 283 systems with high minimum and maximum scheduled salaries according to arbitrary criteria. 9 pp. 30¢. Stock No. 431-22878. Research Division.

The Teacher's Day in Court: Review of 1968 (#13). Research Report 1969-R11. Reports results of litigated controversies by subject: certification and eligibility, salaries, contracts, tenure, school desegregation, teacher/school board negotiation, loyalty, liability for pupil injury, and retirement. 61 pp. $1.25. Stock No. 435-22888. Research Division.

Youth Music (#14). Endorses the teaching of rock and other youth music. Features articles, such as "Rock in Its Elements" and "Give Bach a Sabbatical." Takes the position that music is a nonexclusive art and that much can be gained by studying youth music. Includes a discography and a bibliography. 32 pp. $1. Stock No. 321-10380. Music Educators National Conference. No discount.

FREE MATERIALS
(*single copies*)

To obtain, write directly to the publishing unit for the item desired. Address the unit at 1201 Sixteenth Street, N.W., Washington, DC 20036.

Teachers and Administrators View Student Activism. Changing Relationships #5. Statement of the Joint Commission of the Association of Classroom Teachers of the National Education Association and the American Association of School Administrators. Focuses on three aspects of student activism: positive aspects, negative aspects, and implications for professional action. Association of Classroom Teachers-AASA.

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IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Private Valentine Boxes

Shortly before Valentine's Day, my children make private valentine boxes. Each of them covers a No. 10 tin can from the lunchroom with a strip of roll butcher paper, on which he puts his name and some kind of decoration. We set the decorated cans on window ledges and for several days each child has easy access to them for "mailing" his valentines.

Then at our valentine party there is no distributing of valentines, and everyone has a way to carry them home. No child suffers the embarrassment of having only one or two valentines on his desk, either—each has his own covered valentine box.

—Christine Faris, *third grade teacher, Saffell Elementary School, Lawrenceburg, Kentucky.*

History Is . . . .

I first introduce my students to history by having them consider the meaning or philosophy of history. We consider such topics as historical causation, social forces, change and continuity, the individual in history, the great man theory versus determinism, and so on. High school students can grasp these concepts and when they do, history takes on an importance it never had before.

To stimulate their thinking, I usually offer my students inspiring quotations from famous historians and ask them to comment critically on a number of the quotes. After a time, they become rather astute, begin to think about history from their own frame of reference, and come up with quotes of their own.

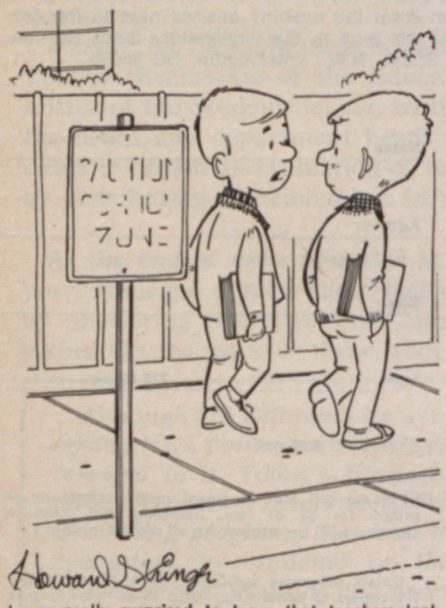
Here are some quotes from well-known historians:

". . . The poetry of history lies in the quasi-miraculous fact that once, on this earth, once, on this familiar spot of ground, walked other men and women, as actual as we are today, thinking their own thoughts, swayed by their own passions, but now all gone, one generation vanishing after another, gone as utterly as we ourselves shall shortly be gone like ghost at cock-crow. This is the most familiar and certain fact about life, but it is also the most poetical, and the knowledge of it has never ceased to entrance me, and to throw a halo of poetry around the dustiest record. . . ."—George Macaulay Trevelyan.

". . . without the sense of history, human life as we know it would be unthinkable; history is as fundamental to our lives as that. It is only through a knowledge of history that our own brief lives—such a short span of experience—become one with the record of the human race; it is only through history that we know anything of that record and can share in it. . . . Bound as our lives are to the tyranny of time, it is through what we know of history that we are delivered from our bonds and escape—into time."—A. L. Rowse.

". . . In an age which no longer waits patiently through this life for the rewards of the next, it is a crushing spiritual blow to lose one's sense of participation in mankind's journey. . . . When we estrange ourselves from history . . . we diminish ourselves. . . . If we have to meet, endure, and transcend the trials and defeats of the future . . . it can only be from a point of view which, seeing the future as part of the sweep of history, enables us to establish our place in that immense procession in which is incorporated whatever hope humankind may have."—Robert L. Heilbroner.

—Don Cavallini, *history and English teacher, Lexington (Illinois) High School.*



I was really surprised to learn that teachers look forward to the weekends, too.

Addenda

In the September "Idea Exchange," Spanish teacher Louis Collier described a quick way to grade multiple-choice tests. He said he gives each student a separate mimeographed answer sheet and instructs him to mark an x over the correct letter after the question number. He went on, "On my answer sheet, I punch out each correct letter and place the sheet over the student's completed test."

I have two refinements to suggest: First, have the student mark a single slanted line rather than an x through the correct letter. Then he can easily indicate a change of mind by converting the slanted line into an x and by marking another slanted line through what he, on second thought, regards as the correct letter.

Second, to outwit students who might mark more than one answer per question, make your correction master from a sturdy piece of clear plastic. Place it over a correctly marked answer sheet and use a permanent marker pen to put a colored dot over each correct answer.

To avoid accidentally reversing the correction master when you grade tests, always snip off its upper right-hand corner. Once you have positioned the correction master carefully, you can quickly total the incorrect answers in each group or column of answers on a student's paper.

Lighter fluid on a piece of cotton easily removes the dots, so you can use the plastic sheet again and again.

—Eugene D. Zoller, *social studies teacher, Junior High North, Norwood, Massachusetts.*

Handy Frames

Rather than buy expensive frames for transparency mounts to use with the overhead projector, I use ordinary file folders. Besides costing less, they offer the following real advantages:

1. You can cut windows to any size.
2. You can tape pockets to the blank sides of the folders to hold any manipulative materials to be used with the transparencies.
3. The transparencies are ready, as is, for indexed filing.
4. The folders are ideal for keeping

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108th ANNUAL CONVENTION

SAN FRANCISCO

NATIONAL EDUCATION ASSOCIATION

JUNE 30-JULY 6, 1970

APPLICATION FOR SLEEPING ROOM ACCOMMODATIONS

Most of the rooms in the downtown hotels and motels have already been reserved for state education associations for all or a portion of their delegates and are not available for individuals filing this form. However, the Housing Bureau of the San Francisco Convention & Visitors Bureau will make sleeping room reservations for you upon receipt of this reservation blank if all requested information has been provided. The Bureau will make your reservation in the best accommodation still available on a first-come, first-served basis, taking into account the type of accommodation you prefer. Applications should be received before *June 5* to ensure receipt of confirmations.

HOTEL OR MOTEL REQUESTED IN ORDER OF PREFERENCE: (See following page for facilities and rates)

1. _____ 3. _____

2. _____ 4. _____

Please reserve the following:

ACCOMMODATIONS DESIRED	RATE DESIRED
____ Room(s) with single bed for one person	$____ to $____
____ Room(s) with double bed for two persons	$____ to $____
____ Room(s) with twin beds for two persons	$____ to $____
____ Suite(s), parlor and one bedroom	$____ to $____
____ Other, attach statement	$____ to $____

MAIL TO: NEA Housing Bureau, Suite 260, Fox Plaza, San Francisco, Calif. 94102. Do not send deposit with this form. Confirmation will be received direct from the Housing Bureau.

Arrival Time: Date _____ Hour _____ A.M. P.M. Departure Time: Date _____

Arriving by: Bus _____ Car _____ Plane _____ Train _____

Please print or type the names and addresses of all occupants, including the person making the reservation:
(Bracket those sharing a room)

Name	Street Address	City	State	Zip Code

CONFIRM RESERVATION TO:

Name	Street Address	City	State	Zip Code

REGISTRATION AND EXHIBITS OPEN IN BROOKS HALL, which is adjacent to the Civic Auditorium
9 A.M., Tuesday, June 30
LAST GENERAL SESSION, CIVIC AUDITORIUM, MONDAY AFTERNOON, JULY 6

NOTES:

1. Excellent accommodations are available in outlying motels. If you are driving, we recommend this type of accommodation. Rates are about the same as those comparable accommodations in hotels. Ample parking space is available near the Civic Auditorium.
2. Be certain to indicate your arrival time in San Francisco. Reservations will be held only until 6:00 p.m. on the day you indicate you will arrive, unless your hotel is advised of a later time of arrival. Failure to notify the hotel directly of any changes in your arrival time may result in cancellation of your reservation.
3. Notify the Housing Bureau of all cancellations up to 15 days before the convention. Within the last 15 days, make cancellations and changes direct with hotels.
4. The names and addresses of all persons who are to occupy rooms requested must be listed in the spaces provided on this application form or on an attached sheet completed in the same manner. Avoid duplications.
5. Single rooms are limited in number. Please arrange for two persons to share a twin bedded room.

108th
ANNUAL CONVENTION

SAN FRANCISCO

NATIONAL
EDUCATION
ASSOCIATION

JUNE 30-JULY 6, 1970

HOUSING RATES

KEY	HOTELS/MOTELS	SINGLES	DOUBLES	TWINS	SUITES
56	Alfa Inn [1]			$25.00-29.00	$27.00 - 31.00
*	Amazon Motel [1]	$12.60	$14.70	16.80	
57	Americania Motor Lodge [2]		19.50-21.50	26.50-28.50	33.50 - 36.50
17	Baldwin Hotel [1]	10.00-11.00	11.00-13.00	13.00-16.00	
58	Baybridge Downtown Mtl [1] [2]	9.00	12.00	13.00	25.00 & up
*	Bayside Motel [1]	18.00-22.00	18.00-22.00	20.00-26.00	
59	Beck's Motor Lodge [1]	14.00	16.00-18.00	18.00-20.00	
60	Bel Aire Motel [1]		17.00	19.00	
18	Bellevue Hotel [1]		19.00-20.00	19.00-20.00	35.00 - 45.00
19	Beresford Hotel [1]	10.00-12.00	12.00-16.00	14.00-18.00	
20	Beverly Plaza Hotel	15.00	18.00	20.00	35.00
61	Broadway Manor Motel [1]	20.00	22.00-24.00	28.00	
62	Cable Motel [1] [2]	22.60-32.60	22.60-32.60	24.60-34.60	
21	Californian Hotel	13.00-15.00	16.00-18.00	18.00-20.00	30.00
22	Canterbury Hotel	14.00-20.00	18.00-22.00	20.00-24.00	
63	Capri Motel [1]	16.00-18.00	18.00-20.00	22.00-32.00	32.00 - 34.00
64	Caravan Lodge [1]		24.00-26.00	28.00-30.00	36.00 - 45.00
23	Carlton Hotel [1] [2]			10.50	
24	Cartwright Hotel		14.00-16.00	16.00-18.00	
25	Cecil Hotel	12.00-14.00	15.00-17.00	16.00-18.00	
26	Chancellor Hotel [1]	12.00	15.00-16.00	18.00	
65	Civic Manor Motel [1]		16.50	18.50	
12	Clift Hotel			25.00-35.00	
27	Commodore Hotel	16.00-20.00	16.00-26.00	20.00-30.00	
13	Continental Lodge	18.75-22.75	20.75-24.75	22.75-26.75	36.75 - 42.75
66	Coronet Motel [1]	15.00-16.00	17.00-18.00	18.00-19.00	
2	Del Webb's Townehouse	19.00-26.00	22.00-26.00	24.00-29.00	48.00 - 80.00
67	DeVille Motel [1]	20.50	22.50		
28	Don Hotel	11.00	12.00	13.00	
68	Doyle Motel [1] [2]	18.50-23.50	18.50-23.50	20.50-24.50	
29	Drake Wiltshire Hotel	14.00	17.50	22.00 -	35.00 - 50.00
30	El Cortez Hotel [1]		14.00-16.00	16.00-20.00	31.00 - 38.00
*	El Rancho Motel (Millbrae) [1]	16.50-18.50	16.50-20.00	18.50-20.00	20.00 - 30.00
83	Executive Motel [1] [2]	12.00	14.00	16.00	

KEY	HOTELS/MOTELS	SINGLES	DOUBLES	TWINS	SUITES
3	Fairmont Hotel	$25.00-45.00	$32.00-52.00	$32.00-52.00	$75.00-200.00
31	Federal Hotel [2]	7.50- 8.50	9.50-10.50	10.50-11.50	
32	Fielding Hotel [2]	15.00	18.00	20.00	
69	Flamingo City Ctr Mtl [2]	16.50	18.50-19.50		
70	Francisco Civic Ctr Mtl	14.50-16.50	16.50-18.50	18.50-22.50	
33	Gaylord Hotel [1]		14.00-18.00	15.00-20.00	
34	Golden State Hotel	10.00	12.00-14.00	15.00	
35	Governor Hotel [1] [2]	13.00	15.00-17.00	17.00	
36	Grant Hotel	9.50-11.50	11.50-13.50	13.50-16.00	
37	Grant Avenue Hotel [1]	10.00-11.00	12.00-13.00	14.00-16.00	
14	Handlery Motor Inn		28.00-29.00	29.00-30.00	
*	Hilton Inn (So. San Fran.) [1]	18.00-23.00		23.00-28.00	
15	Holiday Lodge		26.00	28.00	
4	Huntington Hotel			28.00-40.00	50.00-125.00
*	Hyatt House (Burlingame)	19.00-21.00	24.00-26.00	24.00-26.00	65.00 - 75.00
5	Jack Tar Hotel	19.00-31.00	21.00-35.00	25.00-35.00	44.00-104.00
*	Laurel Motor Inn [1]	16.00-20.00	19.00-24.00	20.00-28.00	
*	Leamington Hotel (Oakland) [1]	15.00	19.00	21.00	30.00 & up
*	Le Baron Htl (Burlingame) [1] [2]	20.00-24.00	24.00-30.00	25.00-30.00	48.00 - 75.00
71	Lombard Plaza Motel [2]		22.00	22.00	
38	Manx Hotel	13.00-15.00	16.00-18.00	18.00-22.00	
6	Mark Hopkins Hotel	24.00-36.00	31.00-43.00	31.00-43.00	60.00-160.00
72	Mart Motel [1] [2]	15.00	16.00	19.00-21.00	25.00 - 27.00
39	Maurice Hotel		14.00-19.00	16.00-21.00	35.00 - 50.00
7	Miyako Hotel	21.00-25.00		25.00-29.00	50.00 - 60.00
73	Nob Hill Motel [1]		20.00-22.00	22.00-26.00	34.00
74	Oasis Motel	14.00-16.00	18.00-22.00	18.00-22.00	36.00 - 42.00
40	Olympic Hotel	14.00-17.00	16.00-20.00	17.00-20.00	
41	Oxford Hotel [2]		14.00-15.00	16.00-17.00	
42	Pickwick Hotel	12.50	14.75	16.00	45.00
43	Powell Hotel [1] [2]		10.00-12.00	12.00-16.00	
75	Presidio Travelodge [1] [2]		14.00-17.00	17.00-21.00	
44	Ramona Hotel [1]	10.00	11.50	13.50	30.00
84	Rancho Lombard Motel [1] [2]	22.50-24.50	22.50-28.50	24.50-28.50	45.50 - 48.50

KEY	HOTELS/MOTELS	SINGLES	DOUBLES	TWINS	SUITES
76	Red Coach Inn [1]	$20.50-24.50	$20.50-24.50	$22.50-26.50	$28.50
45	Regent Hotel [1] [2]	8.50 - 9.50	12.00-13.00	13.50-14.50	25.00
46	Richelieu Hotel [1] [2]	12.00-18.00	14.00-20.00	16.00-20.00	
85	Richelieu Motel [1] [2]		20.00-22.00	20.00-22.00	
47	Roosevelt Hotel [1]	8.00 - 9.00	11.00-13.00	14.00-16.00	40.00
77	Royal Inn of San Francisco	14.00-20.00	16.00-24.00	18.00-26.00	38.00
78	Safari Motel	16.00-18.00	16.00-20.00	18.00-22.00	
79	Sands Motel [2]		18.00		40.00
9	San Franciscan Hotel	15.00-20.00		18.00-24.00	
80	S. F. Downtown Travelodge		18.00	24.00	86.00
1	San Francisco Hilton	19.00-29.00	25.00-35.00	25.00-35.00	
48	Senate Hotel [1]	10.00-12.00	12.00-14.00	16.00-18.00	
49	Senator Hotel [1]	12.00	14.00	16.00	18.00
50	Shaw Hotel	9.00-11.00	11.00-13.00	13.00-15.00	40.00
10	Sheraton Palace Hotel	17.00-21.00	22.00-26.00	22.00-26.00	72.00
11	Sir Francis Drake Hotel	17.00-25.00	22.00-29.00	25.00-30.00	
51	Somerton Hotel	10.00	14.00	16.00	35.00
52	Stewart Hotel [1]	15.00-17.00	19.00-21.00	20.00-25.00	55.00
8	St. Francis Hotel	19.00-33.00	24.00-38.00	26.00-38.00	
53	Stratford Hotel	11.00-14.00	14.00-16.00	16.00-18.00	
54	Sutter Hotel	12.00-14.00	15.00-17.00	16.00-18.00	
16	Travelodge at the Wharf	18.00-20.00	20.00-24.00	22.00-26.00	
81	Van Ness Motel [2]		18.00	22.00	35.00
*	Villa Hotel (San Mateo) [1]	16.50-19.50	19.50-22.50	19.50-22.50	
82	Villa Roma Motor Hotel			28.00-36.00	
55	Y.M.C.A. [1] [3]	6.10 - 8.25	8.30-12.50	8.30-12.50	

NOTE:

* All hotels/motels marked with an asterisk are not shown on map.

[1] These hotels/motels require a $20.00 deposit per room. Do not send checks or money orders with your application. You will receive detailed instructions with your confirmation from the Housing Bureau.

[2] These facilities also have accommodations for 3, 4 or 5 persons in one room.

[3] Lower rate with community bath facilities only.

1970 NEA CONVENTION San Francisco

Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
June 30	July 1	July 2	July 3	July 4	July 5	July 6
Registration NEA, ACT, and Others and Exhibits Open (Civic Auditorium) Departments National Affiliates Associated Organizations 10 A.M. Open Hearing on ACT Resolutions Open Hearing on ACT Constitution and Bylaws 2 P.M. ACT Representative Assembly		State Delegations	State Delegations	State Delegations	State Delegations	State Delegations
	Departments National Affiliates Associated Organizations 10:30 A.M. ACT Representative Assembly	Committees Commissions Council NEA Task Force NEA Units	9:30 A.M. NEA BUSINESS MEETING	10 A.M. NEA BUSINESS MEETING	10 A.M. NEA BUSINESS MEETING	10 A.M. NEA BUSINESS MEETING
	Special Groups (Luncheons, 12:15 P.M.)		← NO LUNCHEONS SHOULD BE SCHEDULED ON THESE FOUR DAYS, JULY 3 THROUGH JULY 6, AS THEY WILL BE DEVOTED TO MEETINGS OF THE REPRESENTATIVE ASSEMBLY. →			
	2:30 P.M. ACT Representative Assembly		2 P.M. NEA BUSINESS MEETING	2 P.M. NEA BUSINESS MEETING	2 P.M. NEA BUSINESS MEETING	2 P.M. NEA BUSINESS MEETING
7 P.M. ACT Open House	7:30 P.M. ACT Representative Assembly		NEA FRIENDSHIP NIGHT			
		Classroom Teacher Night will be scheduled on Thursday, Saturday, or Sunday evening.				

Conventioneers with some moments to spare will almost certainly go shopping—perhaps in Ghirardelli Square, which houses a cosmopolitan group of restaurants, small shops, and art galleries.

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The Bean Jar Problem

"Interaction Briefs" are prepared by staff members of the NTL Institute for Applied Behavioral Science (an autonomous organization associated with NEA) and are designed for use by a wide range of ages and in a variety of school situations.

□ **Every day we are presented with** problems that we can solve if we are clear about what the problem is and inventive about ways to solve it. Stating the problem and solving it may require a combination of individual and joint effort. Several heads are often better than one because each member of a problem-solving team builds on or is stimulated by the inventions of the others.

This month's "Interaction Brief" (a) presents a problem, (b) asks individuals to invent ways to solve it, (c) asks small teams to pool their inventions and select the one most likely to solve the problem, and (d) asks teams to check the accuracy of their solution and then to retrace the steps they went through in arriving at their answer. The "bean jar problem" was invented by Paul Rothaus.

The Bean Jar Problem

The problem is to invent as many ways as possible of estimating the number of beans in a jar (without opening the jar) and then to select one way of making the estimate.

Suggested Procedure

1. Divide the class into random groups of five or six each.

2. Give the groups identical jars, containing an identical number of beans.

3. Ask each individual to write down as many reasonable ways to solve the problem as he can think of.

4. When everyone has finished (5-6 minutes), ask each group to name a recorder to compile a joint list of ways to solve the problem. If new ways are invented during the compilation, these should be added to the list. Allow about ten minutes. Encourage groups to record all suggestions without evaluating them.

5. Ask each group to select the method it wants to use and then to estimate the number of beans. The jars of beans may be handled but not opened. Allow about ten minutes for this.

6. Give the correct answer and record the following data on chalkboard or newsprint. (Numbers used below are illustrative.)

RESULTS

Group	Number of Inventions in Each Group	Group Estimate	Actual No.
A	9	810	
B	6	780	
C	4	600	832
D	7	780	
E	3	1,000	

Discussion (as a total class or first in small groups)

The main point to bring out is that most problems can be met with different inventions and that there is often a positive relationship between the number of inventions in a group and the accuracy of its estimate.

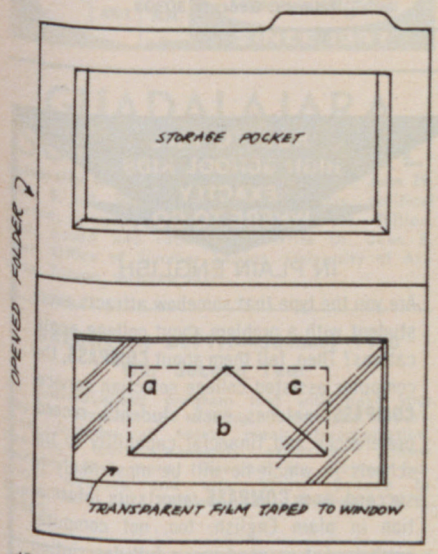
A second issue is whether or not the groups went about the task in the best way possible. Did individuals feel that their inventions were heard and understood? How did the groups decide what method to use? Did inventions come easily in the groups? Were new inventions added? What happened in the group that helped or prevented this? Did the groups arrive at more accurate answers as they worked on the problem together? Did the groups reject a more accurate answer than the one they finally chose? Was a minority opinion more accurate in any case than the majority? How did the groups make their final decision? Did the groups make the most of the ideas and information available in the group?

The bean jar problem is a relatively simple one. If the question of how many beans there are in the jar can produce many alternative solutions and can generate many different feelings and processes in a work group, imagine the complexities that have to be taken into account in more difficult situations. The exercise illustrates the need to look for different alternatives before settling on one.

What are some of the problems we are currently dealing with where it would be helpful to spend time in inventing different approaches? □

(*Continued from page* 64)

associated overlay materials together with each transparency.



(The transparency in the illustration shows one way to develop the formula for finding the area of a triangle. Superimpose a and c on b to show congruency and to show that the area of b is one-half that of the rectangle.)

—Jean A. Fugal, *mathematics teacher, American Fork (Utah) Junior High School.*

The Spelling Grade as the Standard

In my English classes, to avoid the confusion of using different colors of ink in the grade book and at the same time to eliminate converting grades into numbers or percentages, I use the spelling test as the standard. I record each spelling test grade once. If a composition is four times as important as the spelling test, I record the student's composition grade four times. If a short quiz is twice as important as the spelling test, I record the student's quiz grade twice. And so on.

This procedure not only makes it simple for students to comprehend the teacher's grading system and the relative importance of assignments but also makes it simple for the teacher to average marks at the end of a grading period.

—Joseph L. Kaiser, *teacher of English, Richmond (Indiana) Senior High School.*

Clock It

When I discovered that many of my pupils were amazingly poor at telling time, I began having them time our errands as a means of brushing up on this skill.

Each day a different person checks on how long it takes anyone to make a trip to the library, the lavatory, the office, or wherever.

Under this system, both checker and errand runner become clock-conscious. By now, the children are telling time with ease; in addition, they vie with one another to see who can take care of errands most speedily.

—Eleanor M. Hegedus, *fifth grade teacher, Rowayton (Connecticut) School.*

Electronic Teacher's Aide

Whenever my lesson plans call for reading or using the filmstrip projector, I tape-record the reading lesson or what I plan to say with the filmstrip beforehand.

These tape recordings not only eliminate repetition but enable me to circulate about the room during the lesson and help pupils who are having problems.

Lessons can also be taped and held for the use of a substitute who may have to take over the class.

—James P. Burke, *special education science teacher, Central Junior High School, Atlantic City.*

Picture It

I have a trick that makes library books come alive for my retarded pupils. In preparing for each of our

Well, so far I've collected money, handled tickets, supervised the lunchroom, monitored the halls, made reports, and if I'm lucky—I might get in some teaching today.

SUMMER QUARTER

A broad selection of courses offered for teachers, administrators, librarians, and other school personnel who want to meet the challenge of effective teaching in a changing world. No additional fees for nonresident students.

Full quarter: June 22–August 21
First term: June 22–July 22
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For a Summer Quarter Bulletin write: University of Washington Office of Summer Quarter, Seattle, Washington 98105.

UNIVERSITY OF WASHINGTON
Seattle

many field trips during the school year, I, of course, use colorful picture books to give the children an awareness of the place we are to visit. However, our use of picture books does not end in the classroom.

On a trip to the zoo, for example, we bring along our favorite book on the subject. As we observe a particular animal, one child finds that animal in the book. The children take delight in searching for the correct picture right on the scene.

At the airport or the fire station, the youngsters can match pictures of airplane windows, pilots' earphones, firemen's hats and boots, and so on, with the real articles. Back in the classroom, they never tire of "rereading" their experiences over and over again.

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—Marsha J. McCarthy, *teacher of primary trainable mentally retarded children, Public School No. 24, Buffalo, New York.*

Keep the Doors Open

I had often felt that there are students in our system who would like to have an opportunity to prepare homework assignments at school after the regular school day. The school, in addition to giving the student access to reference materials and other study aids, can offer him an atmosphere conducive to study.

Accordingly, I asked and obtained permission for our school to keep its reading center doors open two afternoons each week for the use of those students who choose to remain after school and work. To increase further the program's effectiveness, I sought for our students some volunteer tutorial aid from students attending nearby Middle Tennessee State University.

The response of both student groups has been consistently gratifying, and the program is a big success.

—Martha T. Ison, *reading teacher, Hobgood School, Murfreesboro, Tennessee.*

Fill in the Blanks

Here are some helps both for the remedial reading and for the classroom teacher.

Choose an exciting passage 200 to 300 words long (for children in the lower grades, a 100-word passage is sufficient) from an interesting story that is unfamiliar to them and type it on a ditto master, leaving a blank space for every tenth word. Make another ditto master of the passage in full and run off enough copies of both for the whole class.

First hand out the copies with the blanks, with instructions to fill them in with words that make sense in the story. When the children finish, hand out copies of the full passage and have them read it aloud, and check. If you like, they can think up their own endings to the story and can complete it in their own words on the backs of their papers.

A variation of this idea is to hand out the full passage first and ask the class to read it through silently. Collect these papers and pass out those with the blanks, this time instructing the children to fill in the exact words from the original. I find this a better test of recall *and* comprehension than many others.

—Anna Rittenhouse, *remedial reading teacher, Tower Hill (Illinois) School.* □

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STUDENTS GRADE FACULTY

(*Continued from page 62*)

College of Liberal Arts and Sciences, remarked. "This glimpse behind the classroom door provides the kind of information that students have long needed in just such a form. *The Advisor* shows . . . that students expect quality in the classroom and have scant respect for teachers or courses where standards are doubtful."

Vice Chancellor Herbert Carter commented, "Over the last several years there has been concern toward improving courses on the campus. We . . . gave to the Committee on Promotions copies of *The Advisor*. A significant number of the promotions made [last year] were based on teaching ability, and not just on publications."

But what about the professor or instructor who thought he was cheated or treated unfairly? Sanford Stein said less than one percent of the instructors were indignant about the critique. "Teachers who complained about the evaluation they received were invited to come over to the Student Senate offices and review the questionnaires concerning their course. Many of them did, but they never made a second complaint because we printed what the students said.

"We told the deans and professors we would be honest and fair. We promised that if we made a mistake, we would make a retraction. We never had to."

The students commented that *The Advisor* was "informative," "hilarious," "interesting." As one senior put it, "If *The Advisor* had been here when I was a freshman, I could have avoided approximately 30 useless credit hours."

This year's edition will be bigger and better than ever, says Stein.

"We want to update it, include a teacher index as well as provide departmental evaluations, and we want to be a little freer with our criticisms. We are going to send evaluation results to the Rank and Pay Committee of each college, and we are going to make strong suggestions about individual teaching ability.

"The purpose of *The Advisor* is to give students an opportunity to gain broader knowledge of course outlines, methods, and objectives than is now available; to afford the faculty an opportunity to review their teaching effectiveness; and to enable the administration within each college to gain insight into the overall effectiveness of the courses it offers.

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AFTER ALL

The Cause of Brotherhood

The National Conference of Christians and Jews has presented to TODAY'S EDUCATION the 1969 Mass Media Award "for outstanding contributions to better human relations and the cause of brotherhood." We've never received an award that pleased us so much.

What, Never? Hardly Ever!

We really mean that *never*. As a rule, we're chary of using *never*, *always*, *first*, and such superlatives as *best*, *oldest*, and *newest*.

First is especially tricky. If we were to say that a given secondary school is first to install equipment for communication with Mars men, immediately one superintendent, two principals, and three teachers would inform us that their school has been hearing from Mars for well over a decade.

The Message Comes Through Fast

But not always. Sometimes we want to know what readers think, and they don't say a word. We know, for example—thanks to letters and readership surveys—that many of you want us to continue carrying the monthly "Unfinished Story." We'd like some guidance, though, on the small matter of questions at the end of the stories. Are they helpful or a waste of space? People never say. Well, hardly ever.

North Carolina, New Mexico, and Florida Teachers, Please Stop Reading at This Point

An editorial in *North Carolina Education* (February 1968) so much impressed the editor of the New Mexico section of TODAY'S EDUCATION (November 1969) that he reprinted it. Now we want to quote it, for it makes a point worth consideration by any teacher anywhere.

The editorial quotes George Allen of the *Daytona Beach News-Journal* who, speaking at the height of the Florida sanctions activity, urged teachers of that state to communicate so that the public could understand. Said Mr. Allen:

"Quality education. Now there is a nice catchy phrase, but, ladies and gentlemen, what is quality education? I daresay a poll of each of you would reveal vast differences in the definition of words.

"Don't talk to me about quality. I want to know what isn't quality about the present system.

"You tell me that books are antiquated. Does this mean that a Latin book in use five years ago now is outdated? It could be, but I doubt it. Or does it mean that a science book used in some schools promises the day that man will first fly in space? Perhaps you are talking about history books which stop with the Truman Administration. If you are talking about any of these things, let me know."

Teachers had written him, Allen said, citing as evidence of horrible conditions the fact that they had no office and were forced to carry their books and supplies from class to class.

"Who cares, besides yourselves, that is?" Allen asked. "Do you worry about whether I, as a reporter, have to write my stories on a battered typewriter or if I have a sharp pencil? Or do you lie awake nights filled with concern over whether a mailman in Denver has a raincoat? Do you think the parents and taxpayers give a darn for your office or your tired feet?

"They would, however, if it touches their child. You would complain if my lack of a typewriter ribbon denied you a copy of *your* newspaper. You would howl if you didn't get *your* mail delivered on rainy days. Parents and taxpayers would scream if you showed them how the total lack of facilities, equipment, planning time, and space denies *their* pride and joy the right to what you have chosen to label 'quality education.'" □

EXTRAS FOR OUR READERS

Today's Education, Section SP, 1201 16th Street, N.W., Washington, DC 20036

Please send me the following items as indicated (enclose a stamped, self-addressed envelope if you are requesting free materials only).

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You can feel it.
The anxiety.
The dread. The panic.

CHAPTER 4

Okay, where did you hide it?

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT IV
THE CONSTITUTION OF THE UNITED STATES

The man is sitting in his living room; he seems absorbed in his evening paper. Yet with every little noise—the scratching of a branch against a pane of glass, the popping of the fire in the grate—he glances around, willing himself not to jump out of the chair.

Suddenly there is a knock at the door. The man remains motionless, in an agony of indecision. Should he answer it or run and hide? The knock becomes louder. Suddenly, uniformed men burst into the room. They almost ignore the man as they begin searching in cupboards, pulling books from their shelves, and snatching up the rugs.

The man stands, terrified. Just then a hand appears—and switches off the television.

45

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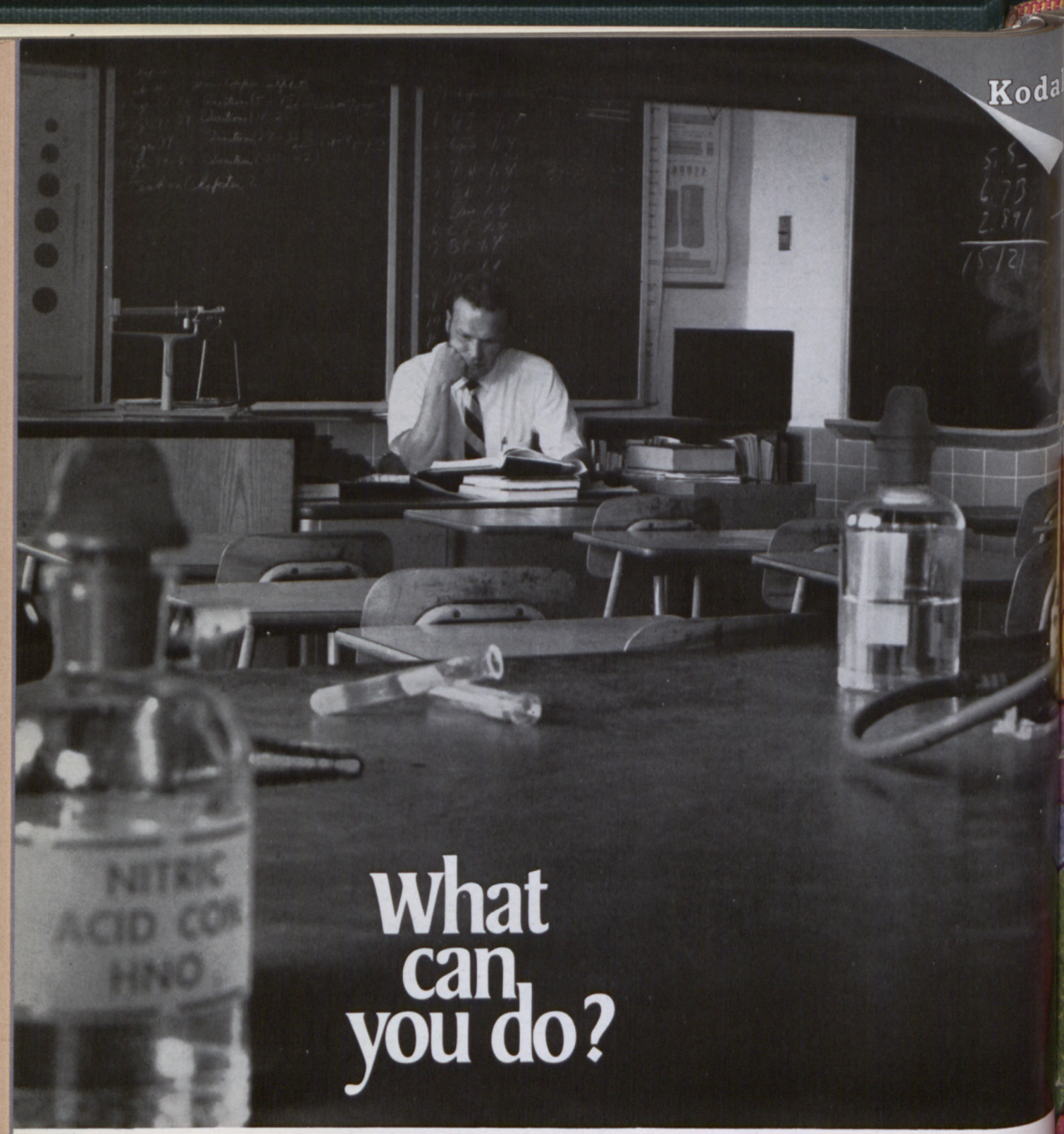

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